

Sources of Evidence Standards 1-8				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> District curriculum documents Curriculum guides, scope & sequence Curriculum guides Curriculum maps Lesson planning templates Lesson plan samples Performance descriptors Rubrics Exemplar collections 	<ul style="list-style-type: none"> Student learning plan examples (anonymous) School handbook School and classroom data Team meeting agendas and notes Professional learning calendar and/or topics Course descriptions and similar materials shared with families 	<ul style="list-style-type: none"> Copies of pertinent assessments Student enrollment information Library and/or computer lab schedule Budget 	<ul style="list-style-type: none"> Instructional staff School leadership School administrators District administrators Instructional specialists Coaches and/or mentors CMO Interviews (as applicable) 	<ul style="list-style-type: none"> Classrooms Library/Media Center Grade-level team meetings Staff meetings

Standard 1: Standards and Instructional Planning		The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.					
Indicator 1.a. Standards-Based Focus		Teachers plan instruction based on a curriculum that is aligned to Colorado Academic Standards and grade-level expectations.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
1.a.1. Teaching/Learning Cycle.	Teachers engage in a continuous standards-based teaching and learning cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 1.a. Standards-Based Focus		Teachers plan instruction based on a curriculum that is aligned to Colorado Academic Standards and grade-level expectations.					Comments
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1.a.2. Curriculum Analysis.	Teachers analyze and understand the academic standards and expectations for their grade level and/or content area(s), and conduct a gap analysis of instructional programs to ensure coverage of the depth and complexity of state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.a.3. Indicators of Mastery.	The school uses indicators of mastery such as evidence outcomes, to describe types and levels of performance expected at each grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.a.4. Horizontal Articulation.	Teachers participate in horizontal curriculum articulation (within grade level or department/course) to ensure consistency of mastery indicators, planning and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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1.a.5. Vertical Articulation within School.	Teachers participate in vertical articulation (cross-grade or content area and key transition points) to ensure there are no gaps or unnecessary overlaps in curriculum, and that there is a staircase of complexity for mastery indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.a.6. Communication with Students and Families.	Standards and grade-level expectations are communicated effectively to students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 1: Standards and Instructional Planning

The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Indicator 1.b. Guaranteed and Viable Curriculum Teachers ensure that a standards-aligned guaranteed and viable curriculum is provided to all students.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
1.b.1. Equitable and Challenging.	Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level. These learning experiences are driven by standards-aligned curriculum guides such as curriculum maps, scope and sequences, unit plans, and pacing guides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.b.2. 21st Century Skills.	The Colorado Academic Standards' twenty-first century skills (e.g., collaboration, critical thinking, invention, information literacy, research and reasoning, technology and self-direction) are routinely incorporated into instructional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 1.b. Guaranteed and Viable Curriculum Teachers ensure that a standards-aligned guaranteed and viable curriculum is provided to all students.

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1.b.3. Prepared Graduate Competencies.	Instructional planning (P-12) incorporates the Colorado Academic Standards' prepared graduate competencies to ensure student success in postsecondary and workforce settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.b.4. Relevance.	Instructional planning emphasizes the relevance and application of acquired knowledge and skills to real-world situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.b.5. Resource Allocation.	Planning ensures teachers have sufficient time, materials, and instructional tools to teach the curriculum so students can learn the content and perform at mastery level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.b.6. Access to Curriculum.	All students have access to the school's guaranteed and viable curriculum regardless of content area, level, course, or teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 1: Standards and Instructional Planning

The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Indicator 1.c. Instructional Planning		Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
1.c.1. Collaborative Planning.	Teachers consistently collaborate with their colleagues (grade level and/or department level) to plan and align instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.c.2. Backward Design.	Teachers use a backward design process to ensure instructional planning begins with the end in mind, starting with the big ideas, learning targets, and planned criteria to assess mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.c.3. Data and Planning.	Teachers use student data and current performance levels when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.c.4. Common Planning.	Teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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1.c.5. Planning Tools.	Teachers use aligned curricular documents and other tools (e.g., curriculum maps, pacing guides) to guide their instructional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.c.6. Academic Program Alignment.	Curriculum and instructional planning is coordinated and aligned across academic programs (e.g., special education, gifted education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.c.7. Curriculum and Materials.	Teachers understand the different purposes of curriculum and instructional programs/materials and use both appropriately in instructional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
Documentation		Interviews		Observations
<ul style="list-style-type: none"> Classrooms Common taxonomy Copies of pertinent assessments Course descriptions and similar materials shared with families Curriculum guides or maps District curriculum documents Exemplar collections Grade-level team meetings Homework policy Individualized student learning plans 	<ul style="list-style-type: none"> Instructional materials Lesson planning templates Library/Media Center Observations Parent/teacher/student conference information Performance descriptors Prepared classroom questions Professional learning calendar and/or list of topics] Rubrics 	<ul style="list-style-type: none"> School and classroom data School handbook Staff meetings Student learning plan examples (anonymous) Student notebooks (anonymous) Team meeting agendas and notes Textbooks, ancillary materials, instructional resource lists School and classroom behavioral expectations 	<ul style="list-style-type: none"> Instructional staff School leadership School administrators District administrators Instructional specialists Coaches and/or mentors Preschool teachers, director 	<ul style="list-style-type: none"> Classrooms Library/Media Center Grade-level team meetings Staff meetings

Standard 2: Best First Instruction		Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.					
Indicator 2.a. Standards-Based Instruction		Instructional staff consistently implements standards-based instructional practices.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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Indicator 2.a. Standards-Based Instruction		Instructional staff consistently implements standards-based instructional practices.					Comments
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2.a.1. Learning Goals.	Teachers provide precise, standards-aligned and grade-level appropriate learning goals for each lesson and ensure that all students understand the goal of each lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.a.2. Clear Performance Expectations.	Teachers consistently communicate expectations for mastery-level performance using tools such as exemplars, models, rubrics, checklists, and think-alouds. Students know and can articulate what is required to demonstrate mastery of grade-level expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.a.3. Formative Assessment.	Teachers continually monitor students' progress towards mastery and adjust instruction and content based on multiple checks for understanding and formative assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 2.b. Instructional Context		Instructional practices and resources are in place to facilitate and support effective teaching and learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.b.1. Maximizing Learning Time.	Teachers provide bell-to-bell instruction and implement classroom procedures that reduce interruptions and minimize lost instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.b.2. Classroom Management.	Student behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.b.3. Homework Practices.	Homework is aligned to previously-taught learning targets, extends student learning, and generates instructional follow-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.b.4. Instructional Resources.	Instructional resources (e.g., textbooks, supplemental reading, library resources, technology) are sufficient to support effective teaching of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 2.c. Instructional Practices		Teachers consistently use evidenced-based instructional strategies to raise student achievement and close achievement gaps.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.c.1. Gradual Release of Responsibility.	Instructional staff provides an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.c.2. Direct and Explicit.	Instructional staff uses modeling, demonstrations, and multiple examples to teach skills and strategies, and provides frequent opportunities for student practice and response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.c.3. Review/Re-teach/Revise.	Teachers review learning strengths and errors with students, re-teach as needed, and help students revise their work to achieve mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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2.c.4. Cognitive Engagement.	Teachers use strategies to ensure students are cognitively engaged (e.g., reciprocal teaching, problem-based learning, cooperative group learning, independent practice).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.c.5. Skillful Questioning.	Teachers plan classroom questions to help students deepen and revise their thinking and support students in asking questions as an integral part of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.c.6. Integration.	Teachers help students make relevant connections within and between disciplines and present new concepts in multiple contexts to ensure transfer of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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2.c.7. Thinking Skills.	Teachers routinely and explicitly model and incorporate higher-order thinking, meta-cognition, and problem solving skills into daily lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Indicator 2.d. Meeting Individual Needs		Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
2.d.1. Differentiation.	Instructional staff adjusts, clarifies, or re-frames instructional strategies, routines, or content in a timely way to ensure groups of students and individual students are mastering required learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.d.2. Implementation of Plans for Exceptional Children.	Teachers consistently implement IEP accommodations/modifications and ALP strategies in the general education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.d.3. Learner-Centered Pedagogy.	Classroom instruction provides each student with multiple opportunities to apply background knowledge, correct misconceptions, and engage in deliberate and meaningful practice as new learning is acquired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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2.d.4. Variety of Resources.	Teachers use a variety of materials, curricula, and academic tasks that are responsive to the range of student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.d.5. Linguistic Strategies.	The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.d.6. Enrichment.	Teachers provide opportunities for students performing at grade level and beyond to ensure their learning is challenging, engaging, and sustained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 2: Best First Instruction

Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Indicator 2.e. Students as Learners		Teachers empower students to share responsibility for, and be actively engaged in, their learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.e.1. Student Engagement.	Student participation is active, purposeful, and thoughtful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.e.2. Student-Friendly Language.	Teachers share learning targets, performance requirements, and assessment results in student-friendly language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.e.3. Descriptive Feedback.	Teachers provide students with regular, specific, timely, and descriptive feedback to help them improve their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.e.4. Self-Evaluation.	Students learn to evaluate their current performance in relation to expectations for mastery using rubrics, scoring guides, examples, and exemplars to analyze and improve their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 2.e. Students as Learners		Teachers empower students to share responsibility for, and be actively engaged in, their learning.					Comments
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2.e.5. Goal-Setting.	Students use feedback and assessment results to set and monitor their learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.e.6. Efficacy and Perseverance.	Teachers develop student efficacy and help students persist when faced with a challenging task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.e.7. Student Reporting.	Teachers involve students (e.g., student led-conferences, journals) in reporting their progress to families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
Documentation		Interviews		Observations
<ul style="list-style-type: none"> Colorado Growth Model Common assessments Data analysis summaries Data dialogue protocol Data recording forms Data warehouse/data system information Examples and exemplars Examples of student work used by teachers for analysis of student progress Feedback forms for students 	<ul style="list-style-type: none"> Interim assessment data Lesson plans Prepared teacher questions Professional learning calendar and/or list of topics Progress and achievement report forms Progress monitoring data Rubrics School Performance Framework 	<ul style="list-style-type: none"> School schedule School/district assessment schedule School/district curriculum documents State-level or special assessment copies, schedule, and/or data results Student and professional work models Summary assessments Data team schedules 	<ul style="list-style-type: none"> Instructional staff School leadership School administrators District administrators Instructional specialists Coaches and/or mentors 	<ul style="list-style-type: none"> Classroom Grade-level team meetings Vertical or department team meetings Data team meetings Staff meetings

Standard 3: Assessment of and for Learning		The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.					
Indicator 3.a. Use of Assessment and Data		Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Indicator 3.a. Use of Assessment and Data Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.a.1. Data System Use.	School leadership and instructional staff access and use data systems to efficiently manage, disaggregate, display, and report multiple types and sources of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.2. Time Scheduled.	School administrators ensure time is routinely scheduled for teachers and/or teacher teams to engage in data analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.3. Data Dialogue.	Common processes, protocols, and language for analyzing data are used schoolwide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.4. Student Assessment Practices.	Teachers ensure students understand the purpose of each assessment, acquire test-taking strategies, and use assessment as a tool for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Indicator 3.a. Use of Assessment and Data

Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.a.5. Assessment Purposes.	School leadership and instructional staff understand the purpose of each assessment (e.g., screening, diagnosing, progress monitoring, measuring achievement).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.6. Common Assessments.	Grade levels and departments use common assessments and scoring guides to ensure consistent performance expectations and fidelity to curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.7. Review of Classroom Assessments.	Classroom assessments are used consistently in measuring intended outcomes, and are periodically reviewed to ensure alignment to grade-level expectations and learning targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 3.a. Use of Assessment and Data Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.

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3.a.8. Assessment Rigor.	Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by the Colorado standard(s) being assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.9. Analysis of Student Work.	Teachers and/or teacher teams frequently analyze student work as an important source of data to both evaluate student learning and effectiveness of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.10. Monitoring Data-Driven Decisions.	Teachers and/or teacher teams routinely evaluate the effectiveness of their data-driven decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 3: Assessment of and for Learning **The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.**

Indicator 3.b. Assessment for Learning **Formal and informal assessment data are analyzed during the learning process to modify instructional strategies or content to meet the needs of learners.**

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3.b.1. Progress Monitoring.	Teachers use the results of formal and informal assessments to predict student performance, monitor and adjust curriculum and instructional practices, and identify and address group or individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.b.2. Interim Assessments.	Interim assessments determine progress over time (e.g., end of unit, quarter) and help guide decisions regarding the need for additional intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.b.3. Feedback to Students.	Assessment results are shared with students to help them revise their work and improve their understanding of how they learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 3: Assessment of and for Learning		The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.					
Indicator 3.b. Assessment for Learning		Formal and informal assessment data are analyzed during the learning process to modify instructional strategies or content to meet the needs of learners.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.b.4. Data Analysis.	Individual and disaggregated group data are routinely analyzed by leaders and teachers to identify specific student needs, evaluate classroom practices, and modify instruction as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 3: Assessment of and for Learning

The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Indicator 3.c. Assessment of Learning School leadership and instructional staff use multiple sources of summative assessment data to evaluate student learning and instructional effectiveness.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.c.1. Interim and Summative Data.	Interim and summative assessments provide information on student mastery and help evaluate the effectiveness of instructional practices and programs across content areas and grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.c.2. External Sources of Data.	School leadership and instructional staff use external assessment results (e.g., Colorado Growth Model, state assessments) to obtain information on student learning, achievement gaps, and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.c.3. Patterns of Achievement.	School leadership and instructional staff analyze a variety of assessment data to determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 3: Assessment of and for Learning		The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.					
Indicator 3.c. Assessment of Learning		School leadership and instructional staff use multiple sources of summative assessment data to evaluate student learning and instructional effectiveness.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.c.4. Reports to Families.	School leadership ensures that summative assessment results are shared in timely, clear, and convenient ways with students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> • Before/after school schedules • Behavioral support program/activity information • Budgets • Meeting agendas and notes • Protocols for problem-solving meetings 	<ul style="list-style-type: none"> • Research/rationale for selection of interventions • School behavioral expectations • Staff assignments (including changes based on student needs) • Student learning (achievement and growth) data 	<ul style="list-style-type: none"> • Summer/Saturday school schedules • Supplementary instructional support program evaluations • Teaching/Learning cycle information, e.g. training materials, teacher handbook • Tier I lesson plan samples • Tier II lesson plan samples • Tier III lesson plan samples 	<ul style="list-style-type: none"> • Coaches and/or mentors • District administrators • Instructional specialists • Instructional staff • School administrators • School leadership 	<ul style="list-style-type: none"> • Classroom • Conferences • Interventions • Observations • Parent meetings • Staff meetings • Teacher consultation meetings • Team meetings

Standard 4: Tiered Support		The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.					
Indicator 4.a. System of Tiered Supports		The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.a. System of Tiered Supports		The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.a.1. Continuum of Supports.	The school provides multiple opportunities to learn that include a comprehensive continuum of evidence-based, supplementary instruction and intervention for academic and social emotional learning that includes at least three tiers encompassing best first instruction, Tier II (targeted/supplemental), and Tier III (intensive) as well as Special Education and Gifted and Talented programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.a.2. Progression of Learning.	Teachers design a progression of learning that leads students to master grade-level expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.a.3. Integral to Teaching/Learning Cycle.	Tiered support is an integral part of a rigorous, ongoing teaching/learning cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.a. System of Tiered Supports		The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.a.4. Quality of Interventions.	Classroom-level and schoolwide interventions provided for both remediation and advanced needs are systematic, timely, and intentional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.a.5. Research/Needs Based.	All intervention models, programs, or strategies are research-based and delivered to meet the individual learning needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.a.6. Flexible Resource Allocation.	The school allocates time, materials, and personnel to respond to student learning concerns based on need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.a. System of Tiered Supports		The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.a.7. Ongoing Monitoring.	The school uses ongoing, frequent, and evidenced-based progress monitoring to ensure that academic and behavioral/social-emotional interventions are adjusted and learning is accelerated or enriched as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.a.8. Student Participation Criteria.	The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.b. Multiple Learning Opportunities **Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/or department, and then beyond the classroom.**

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.b.1. Best First Instruction.	Instructional staff places a primary focus on the best first instruction of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.2. Tier II Interventions.	Tier II targeted academic and social emotional interventions are provided for students performing below mastery to supplement their classroom instruction and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.3. Tier II Extended Enrichment.	Tier II extended enrichment opportunities are available for students performing above mastery to supplement their classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.b. Multiple Learning Opportunities		Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/or department, and then beyond the classroom.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.b.4. Tier III Remedial Intervention.	Tier III academic and behavioral/social-emotional interventions are provided with sufficient time, intensity, and frequency to meet individual remedial needs of students at the highest risk of failure or dropping out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.5. Special Education.	Special education programming provides a well-developed continuum of academic and social/emotional services that covers mild and moderate needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.6. Tier III Advanced Intervention.	Tier III advancements are provided with sufficient time, intensity, and frequency to specifically meet individual student advanced needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.b. Multiple Learning Opportunities		Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/or department, and then beyond the classroom.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.b.7. Gifted and Talented.	Gifted and Talented programming is well-developed, including non-discriminatory identification practices and embedded Advanced Learning Plans that drive student programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.8. Integrated Support.	Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the school's tiered intervention process to provide collaborative support for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.9. Extended Learning Opportunities.	The school offers a range of extended learning opportunities within and beyond the school day and the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.c. Family and Community Partnerships **The school develops and sustains family and community partnerships to share responsibility for student success.**

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.c.1. Partnerships for Student Success.	Collaborative partnerships with community organizations and external stakeholders are cultivated and emphasize student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.c.2. Active Family Participation.	Families are active participants in the problem-solving model to identify concerns, determine strategies, and implement actions to support positive student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.c.3. Supported Family Partnerships.	The school ensures families are provided opportunities to be partners in supporting student learning (e.g., math nights, parenting classes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.c.4. External Support.	The school communicates timely information to students and families regarding available external support services such as health and social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
Documentation		Interviews		Observations
<ul style="list-style-type: none"> • Communication plan • Communications to families and community • Evaluation process documents • Information communicated to staff, e.g. beginning of year expectations • Master schedule • Meeting agendas and minutes • Parent surveys • Process notes from school improvement meetings 	<ul style="list-style-type: none"> • Processes and protocols • Professional development materials and media • Professional learning plan, topics, budget • Professional resources • School activity list involving parents • School administrator's schedule • School calendar • School leadership's schedule 	<ul style="list-style-type: none"> • School mission • School policies • School team and committee list • Schoolwide behavior plans • Staff assignment list • Staff handbook • Staff surveys • Student handbook • Teacher handbook • UIP 	<ul style="list-style-type: none"> • Classified staff members • Coaches and/or mentors • District administrators • Instructional specialists • Interviews • School administrators • School leadership • Teachers 	<ul style="list-style-type: none"> • Administrative team meetings • Committee meetings • Observations • Staff meetings • Team meetings

Standard 5: Leadership		School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.					
Indicator 5.a. Expectations for Excellence		School leadership holds and communicates explicit high expectations for the performance of students and adults.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.a. Expectations for Excellence School leadership holds and communicates explicit high expectations for the performance of students and adults.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.a.1. Student Expectations.	School leadership effectively communicates a shared vision of high expectations for the academic and behavioral performance of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.a.2. Adult Expectations.	School administrators hold staff accountable for standards-based instructional planning, high-quality teaching, evidenced-based assessment practices, and providing a system of tiered support that promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.a.3. Adult Learning Model.	School administrators intentionally model the importance of continued adult learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.a.4. Professionalism.	School leadership models and expects professionalism from all staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.b. Instructional Leadership		School leadership focuses on improving and supporting effective teaching and learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.b.1. Visible and Accessible in Classrooms.	School administrators are visible and accessible within classrooms and frequently work with teachers to address instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.b.2. Supervision and Evaluation.	School administrators implement supervision and evaluation processes that develop and sustain the performance of a highly competent staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.b.3. Culture of Collaboration.	School leadership promotes and supports a schoolwide culture of collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.b.4. Schoolwide Dialogue.	School leadership facilitates ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.b. Instructional Leadership

School leadership focuses on improving and supporting effective teaching and learning.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.b.5. Teacher Leadership.	School administrators promote teacher leadership capacity within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.c. School Efficiency and Effectiveness		School administrators develop and align systems, processes, and resources to establish and sustain an effective teaching and learning environment.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.c.1. Organizational Direction.	School administrators ensure that the roles and responsibilities (tasks, processes, and relationships) of all staff members are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.c.2. Guiding Change.	School leadership facilitates improvement efforts guided by an understanding of the change management process that includes preparation and stakeholder investment, design, resource collection and allocation, execution, and reinforcement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.c.3. Protecting Time.	School administrators establish parameters and develop schedules that maximize instructional, preparation, and collaborative time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.c. School Efficiency and Effectiveness		School administrators develop and align systems, processes, and resources to establish and sustain an effective teaching and learning environment.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.c.4. School Management.	School administrators ensure a well-organized and efficient environment for staff and students by establishing schoolwide expectations, procedures, and reinforcements for student arrival and dismissal, behavior, attendance, and class/lunch/recess transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.c.5. Decision Making.	School administrators establish, communicate, and implement decision-making processes and protocols, and ensure clarity about the locus of decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.c.6. Maximizing Resources.	School leadership aligns available resources (e.g., personnel, fiscal, time, materials) with school priorities to maximize school effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.d. Capacity Building		School leadership continually builds school capacity to impact student and staff success.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.d.1. School Focus.	School leadership effectively minimizes factors that distract from the primary purpose of raising student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.d.2. Distributed Leadership.	Leadership is intentionally developed and distributed among individuals and teams (e.g., building leadership team, data teams, teacher leaders) to foster shared ownership of school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.d.3. Communication.	School leadership supports school change by listening, sharing results and needs, revisiting the school's vision and goals, and cultivating input from staff, students and the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.d.4. Motivation/Encouragement.	School leadership motivates and encourages teachers in the challenges of teaching to mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.d. Capacity Building		School leadership continually builds school capacity to impact student and staff success.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.d.5. Networking.	School leadership networks with colleagues, district leadership, stakeholders, and outside entities to support improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.d.6. Family and Community Partnerships.	School leadership initiates and sustains activities which result in meaningful family and community engagement, support, and ownership of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.e. Knowledge and Skills		School leadership demonstrates knowledge and skills in the areas of academic performance, learning environment, and organizational effectiveness.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.e.1. Rigorous Teaching/Learning Cycle.	School leadership understands what is required to implement a rigorous cycle of teaching and learning, and guides practices and processes for systemic implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.e.2. Diversity.	School leadership values diversity and demonstrates the knowledge and skills needed to work effectively with staff, students, families, and community members from diverse cultures and ethnicities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.e. Knowledge and Skills School leadership demonstrates knowledge and skills in the areas of academic performance, learning environment, and organizational effectiveness.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.e.3. Systems Thinking.	School leadership applies systems thinking to support school improvement efforts by evaluating and identifying key leverage points for change, creating action plans and implementation strategies. Leadership develops an understanding of the “big picture” by piecing together connections that creates emerging patterns within the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.e.4. Conflict Resolution.	School leadership uses conflict management and resolution strategies effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.e. Knowledge and Skills

School leadership demonstrates knowledge and skills in the areas of academic performance, learning environment, and organizational effectiveness.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.e.5 Instructional Coaches.	Coaches have the technical knowledge and skills to work successfully with staff members and use evidenced-based coaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
	Documentation		Interviews	Observations
<ul style="list-style-type: none"> • “Ladder of consequences” for student misbehavior • Classroom routines and expectations • Communications to families and the community (English and other languages) • Emergency procedures • Extracurricular information (e.g., activity schedule, participation lists, before/after school transportation information) • Instructional materials • Lesson and unit plans • Parent handbook • Parent surveys • Positive behavior reinforcement materials 	<ul style="list-style-type: none"> • Posted behavioral expectations • Posted learning targets • Professional development plan, materials • Professional learning materials • Rubrics and exemplars • Schedule of school assemblies and celebrations • School attendance data • School building maintenance/safety report • School discipline data • School meeting minutes, agendas, participation lists • School mission • School newsletters • School policies/procedures 	<ul style="list-style-type: none"> • School vision • Schoolwide expectations for student behavior • Signs and postings inside and outside school building • Staff excellence celebration information • Staff surveys • Student achievement, growth, and positive behavior celebration information • Student handbook • Student portfolios (anonymous) • Team meeting notes • Translated materials to families • Unified Improvement Plan 	<ul style="list-style-type: none"> • Classified staff members • Coaches and/or mentors • District administrators • Family members • Instructional specialists • School administrators • School leadership • School translators • Students • Teachers 	<ul style="list-style-type: none"> • Administrative team meetings • Committee meetings • Meetings with parents and/or community • Meetings with students • Parent meetings • School activity rehearsals, practices • School performances • Showcased student materials • Staff meetings • Team meetings

Standard 6: Culture and Climate	The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.
Indicator 6.a. Academic Expectations	School leadership and staff demonstrate the belief that all students can learn at high levels.



Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
6.a.1. High Expectations.	The school culture reinforces expectations of high academic achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.a.2. Learner-Centered.	School leadership and staff establish and sustain a learning and learner-centered focus among all members of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.a.3. Urgency/Responsibility.	School leadership and staff demonstrate an understanding of and accept responsibility for the urgent need to improve student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.a.4. Accountability for Quality Work.	Teachers hold students accountable for producing quality work and provide students with quality criteria (indicators of mastery) and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.a.5. Recognition of Quality Work.	School staff members showcase quality student work as exemplars and use examples of student work to celebrate achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.b Inclusive Learning Environment		Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.1. Welcoming Environment.	The school demonstrates a welcoming and inviting environment for all students, families, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b.2. Accessible to Families.	School leadership and staff make themselves available to work with families in addressing student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b.3. Commitment to Equity.	Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b.4. Cultural Awareness.	School staff members promote understanding of and respect for diverse cultural backgrounds as an integral component of the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.b Inclusive Learning Environment		Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.5. Culturally Responsive Practices.	Leaders and teachers implement culturally responsive teaching and discipline practices that are evidence-based and meet the needs of the school's demographics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b.6. Monitoring for Equitable Practices.	Leaders consistently disaggregate achievement and discipline data and employ corrective action when gaps and/or disproportionality are identified (i.e. race/ethnicity, FRL, ELL, and SPED).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b.7. Culturally Responsive Communication.	Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b.8. Student Participation.	The school makes an intentional effort to involve students from all sub-groups in academic and extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.b Inclusive Learning Environment		Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.7. Professional Learning: Diversity.	Staff members participate in professional learning to implement practices that support equity and an understanding of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.c. Safe and Orderly Environment		The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.c.1. Condition of the School.	The physical structures and condition of the school provide students and staff members with a safe, healthy, and orderly learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.c.2. Behavioral Expectations.	Behavioral expectations are well defined, posted in a variety of settings, and clearly communicated to students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.c.3. Reinforcing Expectations.	Staff members consistently teach, re-teach, and reinforce behavioral expectations and classroom routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.c.4. Classroom Consequences.	School leadership ensures that a consistent sequence of consequences for negative student behaviors is equitably applied in classrooms throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.c. Safe and Orderly Environment		The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
6.c.5. School Consequences.	School leadership enforces schoolwide behavioral expectations and applies consistent and appropriate consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.c.6. Positive Reinforcement.	Staff members use positive reinforcement to motivate students to high levels of behavior and academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.c.7. Environment Data.	Learning environment data (e.g., culture/climate surveys, opinion surveys, focus groups) are regularly collected and analyzed to help evaluate the effectiveness of school culture and climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.d. Trust and Respect		The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.d.1. Staff and Staff/Leadership Relationships.	A culture of trust between staff members and between staff members and school leadership is established and evident throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.d.2. Student/Adult Relationships.	Students can identify at least one adult with whom they have a positive relationship. Establishing positive and trusting student/adult relationships is a school priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.d.3. Staff/Family Relationships.	Establishing positive and trusting relationships with families is a school priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.d.4. Respect.	Members of the school community respectfully consider the perspectives of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.d. Trust and Respect		The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.d.5. Motivation.	Staff members challenge and inspire students to meet high expectations for performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.d.6. Celebration.	School, staff, and student success is highly valued and publicly celebrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.d.7. Safe Environment.	School leadership facilitates the creation of a safe environment for teachers and staff to work as a learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> Administrator evaluation schedule Administrator walkthrough and observation schedule Classroom observation criteria District/school evaluation processes and forms Examples of revised instructional plans Examples of revised professional goals Job descriptions 	<ul style="list-style-type: none"> Job descriptions for mentors and coaches List of expected or required professional practices New teacher mentoring policies/procedures Peer observations expectations, norms, procedures, monitoring data Personnel evaluation forms Professional learning evaluation data Professional learning needs assessment results 	<ul style="list-style-type: none"> Professional learning plan, topics, schedule, materials Recruiting procedures, criteria, schedules Samples of staff member professional goals (anonymous) School budget Staff handbook Staff supervision schedule Staffing assignments Teacher feedback forms Unified Improvement Plan 	<ul style="list-style-type: none"> Classified staff members Coaches and/or mentors District administrators Family members Instructional specialists School administrators School leadership Students Teachers 	<ul style="list-style-type: none"> Administrative team meetings Coaching sessions Professional learning sessions Staff meetings Team meetings

Standard 7: Effective Educator		School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.					
Indicator 7.a. High Quality Staff		The school implements processes that support recruitment and retention of high quality professional staff.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.a. High Quality Staff		The school implements processes that support recruitment and retention of high quality professional staff.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.a.2. Recruitment.	School leadership recruits teachers who demonstrate the content knowledge, instructional skills, and interpersonal skills necessary to perform successfully within a standards-based teaching/learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.a.3. Supporting/Retaining Staff Members.	The school provides staff members with clear expectations for high-quality professional practice and active, constructive support (e.g., coaching, mentoring, peer assistance) designed to maintain and extend their capacity to contribute effectively to student learning and school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.a. High Quality Staff		The school implements processes that support recruitment and retention of high quality professional staff.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.a.4. Mentors.	Mentors are well-trained, selected based on effectiveness, and held accountable for engaging in frequent and meaningful activities with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.a.5. Support for New Staff.	The school provides new educators with a school-level orientation program which includes a focus on school learning expectations, operations, culture, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.a.6. Performance Improvement.	School administrators ensure training and mentoring is provided to low-performing teachers to improve their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.a.7. Staff Assignments.	School administrators implement a strategic approach to staff assignments that matches teacher skills to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.b. Supervision and Evaluation		The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
7.b.1. System of Supervision and Evaluation.	School administrators use a transparent, clearly defined, and fully implemented system of employee supervision and evaluation to improve professional and instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.b.2. Staff Growth Goals.	Staff members collaborate with their supervisors to develop annual growth goals designed to build professional capacity and improve performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.b.3. Meaningful Feedback.	School administrators provide regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.b.4. Value of Evaluation.	Teachers understand the evaluation process and regard it as an important factor in their professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.c. Professional Learning

Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
7.c.1. Needs-based Plan.	The school conducts a comprehensive needs assessment and uses this data (student achievement data, teacher evaluation data, teacher surveys, etc.) to develop a strategic plan for professional learning based on the needs of students and adults within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.c.2. Job-Embedded.	Professional learning is ongoing and job-embedded (e.g., mentoring, coaching, lesson study). Job-embedded PD opportunities are provided for curriculum development and standards-based instructional planning, instructional practices including tiers of support, and assessment practices and data analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.c. Professional Learning		Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
7.c.3. Research-Based.	Selection and delivery of professional learning opportunities are intentional and evidenced-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.c.4. Instructional Coaching.	All teachers receive instructional coaching and data (student achievement, teacher evaluations, etc.) which is used to differentiate the frequency of coaching for different teachers depending on their level of effectiveness. Coaches are held accountable for helping staff improve professional performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.c.5. Evaluation of Professional Learning.	School leaders evaluate professional development effectiveness through data collection (e.g. instructional rounds), reflect on outcomes, and use this analysis to revise and adjust professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.c. Professional Learning		Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.c.6. Differentiated.	Professional learning is differentiated to support the professional growth of instructional staff and school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> Budgets Committee meeting agendas and notes Communications to families and community Decision-making protocols Demographic data Documentation Perceptions data Resource monitoring processes 	<ul style="list-style-type: none"> Research and professional literature used to inform school improvement efforts School improvement communications to district, staff and community School mission School process data 	<ul style="list-style-type: none"> Relevant materials in English and other languages School improvement planning procedures Staff meeting agendas Student learning data UIP progress review schedule Unified Improvement Plan 	<ul style="list-style-type: none"> Classified staff members Coaches and/or mentors District administrators Instructional specialists School administrators School leadership School translators Teachers 	<ul style="list-style-type: none"> Administrative team meetings Committee meetings Staff meetings Team meetings

Standard 8: Continuous Improvement		The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.					
Indicator 8.a. School Mission and Goals		The school's vision, mission and goals are meaningful, clearly communicated, and used to provide a sense of purpose, direction, and identity for the school community.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
8.a.1. Beliefs and Values.	The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.a. School Mission and Goals		The school's vision, mission and goals are meaningful, clearly communicated, and used to provide a sense of purpose, direction, and identity for the school community.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
8.a.2. Communication and Relevance.	School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school community's commitment to student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.a.3. Alignment/Focus.	School leadership and staff members intentionally align decisions, actions, and initiatives to the school's mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.b. Cycle of Continuous Improvement.		The school engages in a sustained cycle of continuous improvement focused on student achievement.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
8.b.1. Focus.	School leadership establishes and sustains a focus on continuously improving student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.b.2. Data Systems and Analysis.	The school uses systems for access and analysis that ensure timely and continuous use of data to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.b.3. Strategic Actions.	Improvement efforts are effectively aligned with other school priorities and adjusted as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.b.4. Manageable Initiatives.	School administrators identify a manageable number of priorities for school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.b.5. Theory of Action.	Improvement activities are purposefully designed to address prioritized performance challenges in ways that result in significant improvements in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.c. Improvement Planning

School leadership and staff use an inclusive, thoughtful, and thorough process to write, implement, monitor, evaluate, and adjust the school’s Unified Improvement Plan (UIP).

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
8.c.1. Collaborative Process.	School leadership uses a collaborative process to develop, implement, and monitor the UIP. A representative group of instructional staff, families, and community members are actively engaged in the UIP process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.c.2. Comprehensive Data Analysis.	School leadership and staff analyze multiple types of data (e.g., student learning, demographic, process, perception) to plan school improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.c.3. Ownership of UIP.	School leadership and staff have ownership over the implementation and outcomes of the UIP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.c.4. Implementation Checks.	School leadership regularly monitors and adjusts implementation of the UIP based on performance targets, interim measures, and implementation benchmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

