

# **School Support Rubrics**



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## ***CS<sup>3</sup> Performance Descriptors***

This rubric is designed for use by a trained school support team to assess a school's current level of implementation of nine performance standards. This rubric was developed and revised by the Colorado Department of Education as part of Colorado's School Support System (CS3).

Each standard includes numbered indicators, and levels of performance and implementation of aspects of each indicator which are described in rows of descriptors.

The CS<sup>3</sup> Descriptors Workbook can:

- help assess a school's status with regard to the school improvement performance standards;
- focus school improvement planning;
- act as a tool to monitor and evaluate the effectiveness of school improvement plans;
- answer essential questions about how to create and sustain excellence.

After the school support team uses the standards, indicators, and descriptors in the rubric to assess a school's status, the information is written as a report that includes recommendations, commendations, and a detailed analysis of the school's performance on each indicator.

The report is shared first with school administration and later with the staff. Typically, a school leadership team will then begin developing a school improvement plan based on the recommendations in the report.

The rubric descriptors will serve as benchmarks in planning for and evaluating improvement efforts.

## Characteristics of a High Quality SST Rubric

**“Do not write to be understood.  
Write so that you cannot possibly be misunderstood.”**

- Robert Louis Stevenson

- Rubric contents contain the best of Kentucky’s original materials and reflect the goals and practices of public education in Colorado.
- Rubric contents include significant research-based based factors for effective schools.
- Indicators are organized in a logical sequence.
- Indicator statements are clear and direct.
- Concepts in the descriptors are clear (e.g. someone reading the rubric “cold” – as well as team members - should be able to understand what the indicators and descriptors are about).
- Redundancies are minimized.
- Descriptors are aligned with the indicators.
- There is a logical and consistent “flow” in the descriptors levels 4-3-2-1.
- Descriptors may indicate variations in performance or implementation that could put the school’s performance at a particular level.
- Level 4 descriptors at a high and truly exemplary level, but are also realistic enough to be attainable.
- Formatting is standardized.
- There is internal consistency.
- Interview questions align to indicators and descriptors and are likely to yield the information needed to rate and comment on descriptors and indicators.
- Questions are user-friendly (e.g. organized by standard and by group such as administrators, parents, students etc.).
- The final product is of a high quality that represents CDE well to the public and to state educators.

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## STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT

<p><b>Standard 1 - Academic Performance - Curriculum</b></p> <p>1.1a Curriculum is rigorous and is aligned with Colorado Standards and assessment frameworks.</p> <p>1.1b Leadership facilitates articulation of curriculum within the school.</p> <p>1.1c Leadership facilitates articulation of curriculum with other schools to focus on key transition points.</p> <p>1.1d There are curricular links to continuing education, life, and career options.</p> <p>1.1e The curriculum provides access to a common academic core for all.</p> <p>1.1f Information literacy is integrated into content curricula.</p>	<p><b>Standard 4 - Learning Environment - School Culture</b></p> <p>4.1a There is a safe, orderly, and equitable learning environment.</p> <p>4.1b Teachers hold high academic and behavioral expectations for all students.</p> <p>4.1c School staff demonstrates the belief that all children can learn at high levels and facilitates continuous improvement in student learning.</p> <p>4.1d Teachers and non-teaching staff are involved in decision making.</p> <p>4.1e Teachers recognize and accept their role in student success and failure.</p> <p>4.1f Staff assignments maximize instructional strengths.</p> <p>4.1g Teachers regularly communicate about each student's progress.</p> <p>4.1h Teachers and staff care about students and inspire their best efforts.</p> <p>4.1i Multiple communication strategies are used to disseminate information.</p> <p>4.1j Student achievement valued and publicly celebrated</p> <p>4.1k Support for the physical, cultural, socio-economic, and intellectual needs of all students reflects the school's commitment to equity and appreciation of diversity.</p>	<p><b>Standard 7 – Organizational Effectiveness- Leadership</b></p> <p>7.1a Leadership develops and sustains a shared vision and mission.</p> <p>7.1b School leadership incorporates information from disaggregated data into the school improvement plan.</p> <p>7.1c Leadership ensures that all instructional staff has access to resources related to the Colorado Model Content Standards.</p> <p>7.1d Leadership protects instructional time.</p> <p>7.1e Leadership allocates and monitors the use of resources.</p> <p>7.1f Leadership ensures a safe and effective learning and work environment.</p> <p>7.1g The School Accountability Committee provides input into the school improvement plan.</p> <p>7.1h The principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.</p>
<p><b>Standard 2 - Academic Performance – Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments are frequent, rigorous, and aligned to standards.</p> <p>2.1b Teachers collaborate in the design or selection of assessment tasks.</p> <p>2.1c Students can articulate academic expectations, and know what is required to be proficient.</p> <p>2.1d Tests and assessment results are used to identify achievement and curricular gaps and to refine instruction.</p> <p>2.1e Multiple assessments provide feedback on learning.</p> <p>2.1f Performance standards are communicated, evident in classrooms, and observable in student work.</p> <p>2.1g Student work is analyzed to obtain information on student learning, identify gaps, and to refine instruction.</p>	<p><b>Standard 5 - Learning Environment - Student, Family and Community Support</b></p> <p>5.1a Families, community, and the school work to remove barriers to learning.</p> <p>5.1b Support structures and programs help reduce barriers to learning.</p> <p>5.1c The school maintains an accurate, accessible student record system.</p>	<p><b>Standard 8 – Organizational Effectiveness - Organizational Structure and Resources</b></p> <p><b>Organization of school resources</b></p> <p>8.1a The school maximizes the use of resources to support achievement.</p> <p>8.1b The master schedule provides all students access to curriculum.</p> <p>8.1c Staff members are efficiently allocated and organized.</p> <p>8.1d Staff makes efficient use of instructional time to maximize learning.</p> <p>8.1e Procedures promote vertical and horizontal team planning.</p> <p>8.1f The schedule is designed to provide quality instructional time.</p> <p><b>Resource allocation</b></p> <p>8.2a A clearly defined process provides equitable allocation of resources.</p> <p>8.2b Discretionary funds are allocated based on analysis of data.</p> <p>8.2c State/Federal funds are allocated and integrated to address student needs.</p>
<p><b>Standard 3 - Academic Performance - Instruction</b></p> <p>3.1a Effective and varied instructional strategies are used in all classrooms.</p> <p>3.1b Instructional strategies/activities are designed to promote mastery of standards and performance expectations.</p> <p>3.1c Instructional strategies are planned, delivered, and monitored to meet the changing needs of a diverse student population.</p> <p>3.1d Teachers and students incorporate the use of technology in teaching and learning.</p> <p>3.1e Instructional resources are sufficient to effectively deliver the curriculum.</p> <p>3.1f Homework is monitored and linked to learning targets.</p>	<p><b>Standard 6 - Learning Environment - Professional Growth, Development and Evaluation</b></p> <p><b>Professional development</b></p> <p>6.1a Effective teachers are recruited and supported.</p> <p>6.1b Professional development opportunities are selected based on a range of criteria and data.</p> <p>6.1c Professional development opportunities impact classroom practices, staff efficiency, and school functioning.</p> <p>6.1d Professional development is implemented and evaluated for effectiveness.</p> <p>6.1e The school provides fiscal resources for professional development.</p> <p><b>Evaluation</b></p> <p>6.2a A clearly defined evaluation process is implemented in the school.</p> <p>6.2b The employee evaluation process is used to improve staff proficiency.</p> <p>6.2c Leadership uses the evaluation process to provide teachers with follow-up and support to improve professional and instructional practices.</p>	<p><b>Standard 9 – Organizational Effectiveness - Comprehensive and Effective Planning</b></p> <p>9.1a A collaborative process is used to develop the school's vision, mission, and goals and guide decision-making.</p> <p>9.1b The planning process involves collecting, managing, and analyzing data.</p> <p>9.1c The school uses data to set goals for school improvement.</p> <p>9.1d Plans reflect current research and established performance expectations.</p> <p>9.1e School goals for student learning are clearly defined.</p> <p>9.1f Methods to achieve school goals are identified in clear action steps.</p> <p>9.1g The means for evaluating the effectiveness of the plan are established.</p> <p>9.1h The school improvement plan is implemented as developed.</p> <p>9.1i The degree to which the school achieves its improvement goals is monitored and evaluated.</p> <p>9.1j The school sustains a commitment to continuous improvement.</p>

ACADEMIC PERFORMANCE STANDARD 1: CURRICULUM

Standard 1: The school implements a curriculum that is rigorous and aligned to state and local standards.

1.1a - The curriculum is aligned with the Colorado Model Content Standards, grade level expectations, and assessment frameworks			
<p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local curriculum documents/units of study/lesson plans</li> <li>Curriculum maps</li> <li>Staff member, student and parent/family member interviews</li> <li>Staff, grade level, and department meeting minutes</li> </ul>		<ul style="list-style-type: none"> <li>School accountability committee meeting agenda and minutes</li> <li>Skills standards' documents</li> <li>Professional resource materials</li> </ul>	
<b>RATING OF PERFORMANCE</b>			
<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: The curriculum implemented by the school exceeds the requirements of Colorado's standards documents.	The curriculum is directly based on and fully aligned with Colorado's standards documents and defines what students should know and be able to do in all content areas.	The curriculum for some content areas is aligned with Colorado's standards documents.	The curriculum is based primarily on resources (e.g. textbooks) other than Colorado's standards.
All instructional planning is standards-based. Clear expectations have been set for required elements of unit and/or lesson plans.	Instructional planning is standards-based.	Teachers are refining their understanding of what it means to be "standards-based" and some instructional planning is being reviewed and modified.	There is no school-wide consensus of what it means to be "standards-based." OR Instructional planning is seldom reviewed and modified for alignment with Colorado Standards.
Essential learning targets have been identified from the Colorado Model Content Standards for all content areas.	Essential learning targets have been identified from the Colorado Model Content Standards for all core content areas.	The process for identifying essential learning targets has begun for some content areas.	The curriculum does not identify essential learning targets.
Analyzed learning targets have been collaboratively sequenced or time-lined so that students can master essential learning in the instructional time available. The timeline has been implemented, monitored and refined.	Analyzed learning targets have been sequenced or time-lined so that students can master essential learning in the instructional time available.	Some analyzed learning targets have been sequenced or time-lined so that students can master essential learning in the instructional time available.	Analyzed learning targets have not been sequenced or time-lined so that students can master essential learning in the instructional time available.

<p>The curriculum is research-informed to ensure that it is age and developmentally appropriate and/or culturally responsive.</p>	<p><b>The curriculum is age and developmentally appropriate and/or culturally responsive.</b></p>	<p>Some, but not all curriculum is age and developmentally appropriate and/or culturally responsive.</p>	<p>The curriculum is seldom age and developmentally appropriate and/or culturally responsive.</p>
<p>The curriculum makes multiple connections within and among various content areas.</p>	<p><b>The curriculum makes connections within and among different content areas.</b></p>	<p>Connections within or between content areas of the curriculum are limited.</p>	<p>The curriculum does not clearly identify connections within or between content areas.</p>



**1.1b - School leadership initiates and facilitates articulation of curriculum standards across all levels and programs within the school.**

Examples of Supporting Evidence:

- Local and state curriculum documents
- Documentation of professional development days/release time
- School and district curriculum committee meeting minutes

- School accountability committee meeting agenda and minutes
- School and district staff member interviews

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
School leadership requires and monitors horizontal articulation of curriculum within the school.	<b>School leadership fosters ongoing horizontal articulation of curriculum within the school.</b>	School leadership occasionally facilitates horizontal articulation of some curriculum within the school.	School leadership does not facilitate horizontal articulation of curriculum within the school.
School leadership requires and monitors vertical articulation of curriculum within the school.	<b>School leadership fosters ongoing vertical articulation of curriculum within the school.</b>	School leadership occasionally facilitates vertical articulation of some curriculum within the school.	School leadership does not facilitate vertical articulation of curriculum within the school.
Teachers collaborate across as well as within grade levels to clarify the requirements of proficient work for all key learning targets.	<b>Teachers collaborate to clarify the requirements of proficient work on key learning targets.</b>	Teachers are in the process of identifying characteristics of proficient work for key learning targets.	The requirements of proficient, grade level work for learning targets are not identified.
School leadership requires supports and supervises curriculum alignment across academic programs.	<b>Teachers and specialists collaborate to articulate and align curriculum in appropriate ways across academic programs (e.g. special education, electives/specials, gifted/talented, ELA).</b>	There is some curricular alignment among some academic programs, but not all.	There is little or no alignment of curricula among academic programs.

1.1c - School leadership initiates and facilitates articulation of curriculum standards with other schools with an intentional focus on key curriculum transition points.

Examples of Supporting Evidence:

- School accountability committee and meeting minutes
- Curriculum documents
- School and district staff member interviews

- Meeting minutes
- Guidance materials

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> School leadership uses resources (e.g. stipends, substitutes, materials, transportation) to ensure successful planning for key curriculum transition points.</p>	<p><b>School leadership systematically facilitates discussions (vertical articulation) to identify key curriculum transition points. The process is fully developed, communicated, and implemented.</b></p>	<p>School leadership occasionally facilitates discussion within and between schools discussions (vertical articulation) to address key curriculum transition points, but the process is not systematic.</p>	<p>School leadership does not facilitate discussion within or between schools discussions (vertical articulation) to identify key curriculum transition points.</p>
<p>School leadership promotes teachers participation in horizontal articulation of curriculum among schools.</p>	<p><b>School leadership fosters ongoing horizontal articulation of curriculum among schools.</b></p>	<p>School leadership occasionally facilitates horizontal articulation of some curriculum among schools.</p>	<p>School leadership does not facilitate horizontal articulation of curriculum among schools.</p>

**1.1d - The curriculum provides specific links to post-secondary education, life, and/or career options.**

Examples of Supporting Evidence:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Units of study/lesson plans</li> <li>• Work-based learning programs</li> <li>• Articulation agreements</li> <li>• Availability of local resources</li> <li>• Field trips, field experiences, community mentoring programs</li> </ul> | <ul style="list-style-type: none"> <li>• Staff member, family member, student and community member interviews</li> <li>• Allocation of resources</li> <li>• Successful transition data</li> <li>• Media materials</li> <li>• Adviser/advisee agenda</li> <li>• Guidance materials</li> </ul> |
|--|--|

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b>                      The curriculum consistently emphasizes connections and provides experiences (e.g. advisor/advisee, career planning fair, college fair, early college courses, career majors) that present a variety of post-secondary education and career options.</p>	<p><b>The curriculum provides connections that familiarize all students with a variety of post-secondary education and career options.</b></p>	<p>The curriculum provides some connections or introductory information about post-secondary education, life, and career options.</p>	<p>The curriculum does not provide significant connections to post-secondary education, life, and/or career options.</p>
<p>The curriculum integrates and expands learning opportunities in school and within the community (e.g. mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge, and processes that prepare them to be self-sufficient and productive citizens.</p>	<p><b>The curriculum integrates opportunities for application of skills, knowledge, and processes, (e.g. budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.</b></p>	<p>The curriculum includes some opportunities for application of skills, knowledge, and processes that will prepare students to be self-sufficient and productive citizens.</p>	<p>The curriculum seldom includes opportunities for application of skills, knowledge, or processes that prepare students to be self-sufficient and productive citizens.</p>

1.1e - The curriculum provides access to a common, challenging academic core for all students.

Examples of Supporting Evidence:

- Curriculum documents
- Units of study/lesson plans
- Individual student schedules
- Student handbook

- Individual education plans/504 plans
- Student and family member interviews
- Master school schedule
- Course syllabi

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The curriculum provides expanded opportunities (e.g. field experiences, shadowing, apprenticeships, work-based learning, foreign exchanges) beyond the common academic core.</p>	<p><b>A curriculum that addresses a common academic core is available to all students.</b></p>	<p>A curriculum that addresses a common academic core is available to most, but not all, students.</p>	<p>Some students do not have equitable access to a common academic core curriculum.</p>
<p>The curriculum is challenging and elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills.</p>	<p><b>The curriculum is challenging and elicits higher order thinking and problem-solving skills from all students.</b></p>	<p>Some of the curriculum is challenging and elicits higher order thinking and problem-solving skills.</p>	<p>The curriculum is not challenging and seldom elicits higher order thinking and problem-solving skills from students.</p>
<p>The curriculum standards and expectations in all content areas are identified and communicated to students in language they understand. Students can articulate expectations.</p>	<p><b>The curriculum standards and expectations in all content areas are identified and communicated to all students.</b></p>	<p>The curriculum standards and expectations in content areas are occasionally identified and communicated to students.</p>	<p>The curriculum standards and expectations are not identified and communicated to students.</p>
<p>The school extends learning opportunities for all students to access a curriculum that exceeds Colorado's Model Content Standards.</p>	<p><b>Class/course offerings provide opportunities for all students to access a curriculum aligned to Colorado's Model Content Standards.</b></p>	<p>Class/course offerings provide limited opportunities for students to access a curriculum that is aligned to Colorado's Model Content Standards.</p>	<p>Class/course offerings do not provide opportunities for all students to access a curriculum that is aligned to Colorado's Model Content Standards.</p>

1.1f - Information literacy is integrated into content curricula.

Examples of Supporting Evidence:

- Information literacy Standards Document
- Units of study and lesson plans
- Professional resource materials

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Information literacy standards are identified and taught in multiple content areas.</p>	<p><b>Information literacy standards are identified and taught.</b></p>	<p>Some information literacy standards are identified and taught in the curricula.</p>	<p>Information literacy standards are either not identified or not taught in the curricula.</p>
<p>The curriculum defines what all students should know about information literacy at each grade level.</p>	<p><b>The curriculum defines what students should know about information literacy.</b></p>	<p>The curriculum has a limited definition of what students should know about information literacy.</p>	<p>The curriculum does not define what students should know about information literacy.</p>
<p>There is active collaboration across grade levels and content areas to ensure that information literacy is integrated into the curriculum.</p>	<p><b>There is collaboration among educators to include information literacy in lesson plans.</b></p>	<p>Some collaboration takes place among educators to include information literacy in lesson plans.</p>	<p>Many staff members are unfamiliar with all components of information literacy. OR Collaboration does not take place among educators to include information literacy in lesson plans.</p>

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION & ASSESSMENT

Standard 2: The school uses multiple evaluation and assessment strategies to continuously inform and modify instruction to meet student needs and promote proficient student work.

2.1a - Classroom assessments of student learning are frequent, rigorous and aligned with district and/or state content standards.

<p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> <li>• Units of study, lesson plans</li> <li>• Samples of classroom assessments</li> <li>• Samples of student work products</li> </ul>	<ul style="list-style-type: none"> <li>• Student and staff member interviews</li> <li>• Walkthrough observations</li> <li>• Colorado's Assessment Frameworks</li> </ul>
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RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Formative assessments are used systematically across content areas.	<b>Classroom assessments are frequently used to monitor and provide ongoing information about student learning.</b>	Classroom assessments are too limited in number to be used for continuous monitoring of student learning.	Classroom assessments are infrequent and do not continuously monitor student progress.
All assessments are aligned with Colorado's Model Content Standards and a number of these assessments are also interdisciplinary and multi-modal.	<b>All assessments are aligned with Colorado's Model Content Standards.</b>	Some assessments are aligned with Colorado's Model Content Standards, but some are based on other content or materials (e.g. textbooks).	Assessments are seldom aligned with Colorado's Model Content Standards.
Classroom assessment tasks are standards-based, rigorous, engaging, and may be interdisciplinary.	<b>Classroom assessment tasks are standards-based and frequently require students to use higher-order thinking skills at a proficient level.</b>	Some classroom assessment tasks are rigorous. The assessments do not always elicit proficient student work.	Classroom assessment tasks are seldom rigorous. OR Teachers do not design classroom assessments.

2.1b - Teachers collaborate in the design or selection of assessment tasks aligned with core content subject matter.

Examples of Supporting Evidence:

- Samples of assessments
- Colorado's Assessment Frameworks
- Staff member interviews

- Lesson plans
- Professional resource materials

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> All teachers collaborate to design or select assessment tasks that are aligned with Colorado's Model Content Standards.</p>	<p><b>Teachers regularly collaborate to design or select assessment tasks aligned with Colorado's Model Content Standards.</b></p>	<p>Teachers sometimes collaborate to design or select assessment tasks. OR Some teachers collaborate to design or select assessment tasks.</p>	<p>Teachers rarely collaborate to design or select assessment tasks.</p>
<p>Both new and existing classroom tests and assessments are evaluated to see how well they measure student learning on identified learning targets; the assessments are modified as needed.</p>	<p><b>New and existing classroom tests and assessments are evaluated to see how well they measure student learning on identified learning targets.</b></p>	<p>Some classroom tests and assessments are reviewed to see how well they measure student learning on identified learning targets.</p>	<p>Most classroom tests and assessments are used without being reviewed to see how closely they measure student learning on identified learning targets.</p>
<p>School and/or district leadership models and participates in the collaborative design or selection of classroom assessment tasks.</p>	<p><b>Classroom assessment tasks are routinely reviewed by school leadership. Feedback that helps with assessment implementation and/or revision is provided to teachers.</b></p>	<p>Classroom assessment tasks are occasionally reviewed by school leadership. Feedback is not routinely provided to teachers.</p>	<p>Classroom assessment tasks are seldom reviewed by school leadership.</p>

2.1c - Students can articulate the academic expectations in each class and know what is required to be proficient.

Examples of Supporting Evidence:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Student, staff member, and parent/family member interviews</li> <li>• Rubrics</li> <li>• Student work with rubrics and identified performance expectations identified in common skill areas</li> <li>• Student journals/learning logs</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom displays</li> <li>• Walkthrough observations</li> <li>• Student Performance Level Descriptions</li> <li>• Student questionnaire data</li> </ul> |
|---|--|

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Students help develop proficiency descriptors and rubrics based on their (guided) analysis of examples and non-examples of proficient work.	<b>Students are helped to understand proficiency performance levels in multiple ways, such as through the use of rubrics and models.</b>	Some students are helped to understand proficiency performance levels through the use of tools such as rubrics or models.	Students are rarely helped to understand the requirements of proficient performance.
Students can articulate what they should know and be able to do to be proficient in all content areas, and they can demonstrate connections among academic disciplines.	<b>Students can articulate what they should know and be able to do to be proficient on assignments in each content area. Students can describe the characteristics of quality work.</b>	Some students can articulate what they should know and be able to do to be proficient.	Few students can articulate what they should know and be able to do to be proficient.
Students reflect upon, evaluate, identify areas for improvement, and modify their own performances. Students can communicate these concepts to teachers and parents in self-evaluation conferences. Students may participate in peer evaluation of work.	<b>Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers.</b>	Students may be asked to reflect upon their work, but they do not formally evaluate their own performances.	Students are rarely asked to reflect upon or evaluate their own work.



2.1d - Tests and assessment results are used by staff to obtain information on student learning, identify achievement and curricular gaps, and to refine instruction.

Examples of Supporting Evidence:

- School improvement plan
- National and state assessment results
- Student Performance Level Descriptions
- Classroom evaluation data

- Protocols for analyzing student work
- Pertinent committee meeting minutes
- Career and technical education profile
- District Performance Report disaggregated data

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> Teachers collaboratively refine formative assessment, analyze results, and refine common instructional plans.</p>	<p><b>Teachers routinely use ongoing, formative assessment (e.g. student work and test results) to modify instructional planning.</b></p>	<p>Teachers are beginning to use formative assessment, but the information does not consistently impact instructional planning.</p>	<p>Few teachers use formative assessment to modify instructional planning.</p>
<p>School leadership and staff members monitor changes based on their data analysis to curriculum, instruction, and assessment. Assistance and support are provided to ensure that implementation is sustained.</p>	<p><b>School staff members use the results of their data analysis to modify curriculum, instruction, and assessment as needed for individual students and student groups.</b></p>	<p>School staff members sometimes use data to modify curricular, instructional, and assessment practices.</p>	<p>Few school staff members use assessment data to modify practices.</p>

2.1e – Students have varied opportunities to demonstrate proficiency and receive meaningful feedback on their learning.

Examples of Supporting Evidence:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides</li> <li>• Documentation of professional development days/release time</li> </ul> | <ul style="list-style-type: none"> <li>• Units of study/lesson plans and the accompanying assessment tasks</li> <li>• Staff member and student interviews</li> <li>• Student questionnaire data</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b>                      There are opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles.</p>	<p><b>There are frequent opportunities for students to demonstrate learning based on multiple intelligences and preferred learning styles.</b></p>	<p>There are limited opportunities for students to demonstrate learning based on multiple intelligences or preferred learning styles.</p>	<p>There are few or no opportunities for students to choose ways in which they may demonstrate learning.</p>
<p>Students receive meaningful feedback from a variety of sources (e.g. staff members, family members, peers) and use the information to continuously strengthen future performance. Feedback includes authentic celebration of student progress as well as ideas for future improvement.</p>	<p><b>Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performance.</b></p>	<p>Students occasionally receive meaningful feedback that enables them to improve future performance.</p>	<p>Students receive little meaningful feedback on their performance.</p>

2.1f - Proficiency standards and performance level descriptions are clearly communicated, evident in classrooms and observable in student work.

Examples of Supporting Evidence:

- Example of assessment tasks with rubrics and student work.
- Student performance benchmarks

- Rubrics posted in classrooms
- Student Performance Level Descriptions
- Teacher and student interviews

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> Teachers review and refine proficiency performance requirements based on multiple external measures. Those performance requirements are communicated to stakeholders.</p>	<p><b>Teachers define proficiency using primarily external (e.g. statewide) measures of grade level performance, rather than current in-house levels of performance.</b></p>	<p>Teachers are in the process of examining external proficiency expectations in order to identify characteristics of proficient work for grade level learning targets.</p>	<p>"Proficiency" is typically based on currently observed levels of student work, rather on externally determined expectations for grade level performance.</p>
<p>Teachers use proficiency standards and performance level descriptions to collaborate with students and colleagues to develop clearly defined rubrics that are reviewed prior to assignments/assessments. Student may practice applying the rubrics to sample work before applying the rubric to their own work.</p>	<p><b>Teachers use proficiency standards and performance level descriptions to develop clearly defined rubrics that are reviewed with students prior to assignments/assessments.</b></p>	<p>Teachers occasionally use proficiency standards and performance level descriptions to develop clearly defined rubrics. OR Rubrics are seldom shared with students.</p>	<p>Proficiency standards and performance level descriptions are seldom used to develop rubrics. OR Rubrics are not shared with students.</p>
<p>Models of student performances and teacher-developed examples are shared across content areas and grade levels.</p>	<p><b>Models of student performance and teacher-made examples are consistently used to clarify tasks to the student and to show distinctions between levels of performance.</b></p>	<p>Models of student performance and teacher-made examples are occasionally used to clarify tasks and to show distinctions between levels of performance.</p>	<p>Models of student performance are seldom used to clarify tasks or to show distinctions between levels of performance.</p>

<p>Teachers, students and other instructional staff members collaborate to design classroom tasks across content areas that require students to demonstrate characteristics of rigorous work as described in proficiency standards and the performance level descriptions.</p>	<p><b>Classroom tasks require students to demonstrate characteristics of rigorous work as described in proficiency standards and the performance level descriptions.</b></p>	<p>Some classroom tasks require students to demonstrate characteristics of rigorous work as described in proficiency standards and the performance level descriptions.</p>	<p>Few classroom tasks require students to demonstrate characteristics of rigorous work as described in proficiency standards and the performance level descriptions.</p>
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2.1g – Samples of student work are analyzed to obtain information on student learning, identify achievement and curricular gaps, and to refine instruction.

Examples of Supporting Evidence:

- Staff member and student interviews
- Samples of classroom assessments
- Student working folders/portfolios
- Results of analysis of student work
- Student Performance Level Descriptions
- Documentation of professional development days/release time

**RATING OF PERFORMANCE**

<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: All teachers are proficient in and consistently implement the use of common processes for analyzing student work.	<b>Teachers have received training and use of common processes for analyzing student work.</b>	Some teachers have received training in the use of common processes for analyzing student work but the processes are not regularly implemented.	Few or no teachers have received training in the use of common processes for analyzing student work.
Student work is regularly analyzed by teachers and students using performance level descriptions. The results of this analysis are applied to inform curricular decision-making and to make connections within and beyond the curriculum.	<b>Teachers collaborate within content areas and grade levels to analyze student work to inform and revise instruction, curriculum and assessment.</b>	Student work may be analyzed, but results of the analysis do not consistently impact teaching and learning.	Teachers seldom use student work to help them reflect on the teaching and learning in their classroom.
Teachers collaboratively develop criteria and/or lists for what should be included in bodies of evidence for different purposes.	<b>Teachers use bodies of evidence in all content areas to measure student growth over time. A body of evidence may also be used to inform important decisions about student instruction, placement, etc.</b>	Teachers occasionally use a body of evidence as a way to measure student growth over time.	Bodies of evidence are not used to measure student growth over time. OR There is no consistency among teachers about what should be included in a body of evidence.
Teachers collaboratively develop items similar to those found on CSAP. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement, and proficiency of student performance.	<b>Teachers collaboratively analyze student responses from released items to inform instruction and to improve student performance.</b>	Teachers sometimes collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instruction.	Teachers do not review student responses from released items.

ACADEMIC PERFORMANCE STANDARD 3: INSTRUCTION

Standard 3: Teachers engage all students by using effective, varied, and research-based practices to improve student academic performance.

3.1a - Effective and varied instructional strategies are used in all classrooms.

Examples of Supporting Evidence:

- School improvement plan
- Lesson plans/units of study
- Student work
- Student questionnaire data

- Staff member and student interviews
- Walkthrough observations
- Student journals/learning logs

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> District and/or school leadership provides and promotes professional development in the use of student centered instructional strategies.</p>	<p>Teachers effectively use a <b>variety of student-centered, research-based instructional strategies.</b></p>	<p>Teachers employ a limited range of instructional strategies.</p>	<p>Most teachers primarily use a single strategy for instruction.</p>
<p>Classroom instruction accommodates various learning styles and multiple intelligences. Teachers routinely use instructional strategies suggested by brain research. Instruction is monitored to determine its effectiveness for diverse learners and modified as necessary.</p>	<p><b>Classroom instruction routinely accommodates learning styles and multiple intelligences.</b></p>	<p>Classroom instruction sometimes accommodates learning styles and multiple intelligences.</p>	<p>Classroom instruction seldom accommodates learning styles or multiple intelligences.</p>
<p>There are multiple opportunities for students to apply higher order thinking and problem solving.</p>	<p><b>Higher-order thinking and problem-solving skills are specifically taught and are incorporated in classroom activities.</b></p>	<p>Classroom activities sometimes include higher-order thinking or problem-solving skills.</p>	<p>Classroom activities use few or no higher-order thinking or problem solving skills.</p>
<p>As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments.</p>	<p><b>Content area and interdisciplinary connections are planned, implemented, and observable in classroom instruction.</b></p>	<p>Content area and interdisciplinary connections are sometimes part of instruction.</p>	<p>Content or interdisciplinary connections are rarely evident in instruction.</p>

<p>Teachers routinely communicate learning targets (objectives) to students in ways that students understand, and they help students use that understanding in order to make connections to learning activities, reflect on their learning, and set learning goals.</p>	<p><b>Teachers routinely communicate learning targets (objectives) to students in ways that students understand, and students make connections between learning targets and the lesson.</b></p>	<p>Some learning targets (objectives) are communicated to students, but they may not be phrased in student-friendly language. OR Students cannot make the connection between the learning target and the lesson.</p>	<p>Teachers do not routinely communicate learning targets (objectives) to students.</p>
<p>Students demonstrate high levels of engagement in learning activities. Students are encouraged to develop learning goals, participate in a variety of learning experiences, and identify ways to demonstrate their learning.</p>	<p><b>Classroom instruction actively promotes student engagement in learning for all students.</b></p>	<p>Some students in some classrooms demonstrate high levels of engagement in learning activities.</p>	<p>Few students demonstrate high levels of engagement in learning activities.</p>

**3.1b - Instructional strategies and learning activities are designed to promote mastery of content standards and performance expectations.**

Examples of Supporting Evidence:

- Lesson plans/units of study
- Course syllabi
- Curriculum documents

- Staff member and student interviews
- Walkthrough observations
- Meeting notes

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> Teachers utilize common processes for analyzing data and other student information. That analysis is used to make instructional decisions. Time is provided for this work to take place, and it is supported and monitored by school leadership.</p>	<p><b>Selection of instructional strategies is informed by analysis of data (e.g. on-going assessment results).</b></p>	<p>Some instructional planning is based on data.</p>	<p>Data are rarely used to inform instructional planning.</p>
<p>Teachers make connections among analyzed learning targets, assessment methods, and instructional strategies to ensure that the required thinking, knowledge, and skills are understood, taught, and appropriately assessed.</p>	<p><b>Teachers analyze the learning targets of their content area(s) to determine the required thinking, knowledge, and processes to be learned.</b></p>	<p>Some learning targets are analyzed to determine the required thinking, knowledge, and processes to be learned.</p>	<p>Few or no learning targets are analyzed to determine the required thinking, knowledge, and processes to be learned.</p>
<p>In addition to requiring assessment tasks that mirror those found on CSAP, at least some learning activities also require students to complete assessment tasks similar to those on national assessments (e.g. SAT, ACT).</p>	<p><b>Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g. selected response, short and long constructed response, use of graphic organizers).</b></p>	<p>Some learning activities require students to complete assessment tasks similar to those on the state assessment.</p>	<p>Learning activities rarely require students to complete assessment tasks similar to those on the state assessment.</p>



**3.1c - Instructional strategies, activities, and programs are planned, delivered, and monitored to meet the changing needs of a diverse student population.**

Examples of Supporting Evidence:

- Lesson plans/units of study
- Classroom observations
- Student work

- Staff member and student interviews
- Student journals/learning logs

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> Teachers engage in reflection with colleagues, school leaders and students who provide feedback about the effectiveness of various instructional strategies, activities and programs.</p>	<p><b>School leadership routinely monitors classroom instruction and provides ongoing feedback to ensure that teachers plan and modify instruction to meet student needs.</b></p>	<p>School leadership occasionally monitors classroom instruction and/or provides feedback to teachers that would assist their efforts to modify instruction to meet the diverse needs of students.</p>	<p>School leadership rarely monitors classroom instruction or provides “actionable” feedback to teachers.</p>
<p>Student work demonstrates that various learning styles, multiple intelligences, and brain research have been effectively addressed in classroom instruction and assessment.</p>	<p><b>Instructional strategies, activities, and content are responsive to various learning needs and learning styles of students, and they address multiple intelligences using practices suggested by brain research.</b></p>	<p>Some instructional strategies and activities are responsive to the learning needs and learning styles of some students.</p>	<p>Instructional strategies and activities are seldom responsive to the range of learning needs or learning styles of students.</p>
<p>The school actively promotes the identification of underperforming, advanced, and/or gifted students and a plan is implemented to meet their needs. Gifted students are identified using a research-supported body of evidence.</p>	<p><b>The school uses a body of evidence to identify advanced, underperforming, and/or gifted students who could benefit from advanced learning opportunities.</b></p>	<p>The school uses few methods (e.g. teacher recommendation only) to identify advanced, underperforming, and/or gifted students.</p>	<p>There is no systematic process or criteria for identifying advanced, underperforming, and/or gifted students.</p>
<p>Advanced, underperforming, and/or gifted students are identified and provided with a range of opportunities to meet their learning needs. Some members of the staff have a background in gifted education.</p>	<p><b>Learning opportunities for advanced, underperforming, and/or gifted students are available and promoted.</b></p>	<p>There are few specific opportunities available to meet the learning needs of advanced, underperforming, and/or gifted students.</p>	<p>There are no specific opportunities available to meet the learning needs of advanced, underperforming, and/or gifted students.</p>

<p>Support structures and programs (e.g. Title I, ESL, Special Ed.) enhance the school's instructional program by leveraging the integration of resources to promote and support student learning.</p>	<p><b>Support structures and programs (e.g. Title I, ESL, Special Ed.) are integrated into the school's instructional program to promote and support student learning.</b></p>	<p>Support structures and programs (e.g. Title I, ESL, Special Ed.) are not closely coordinated with the school's instructional program.</p>	<p>Support structures and programs (e.g. Title I, ESL, Special Ed.) are isolated from the rest of the school's instructional program.</p>
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3.1d – Teachers and students incorporate the use of technology in teaching and learning.

Examples of Supporting Evidence:

- Lesson plans/units of study
- Student and staff member interviews
- Walkthrough observations

- District Technology Plan
- Samples of student work and products

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: School administrators collaborate with teachers to research the effectiveness of various instructional technology systems and use clear criteria to select those with the greatest potential of enhancing student achievement.</p>	<p>School administrators evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices.</p>	<p>Teachers are expected to use technology for instructional purposes, but the instructional use is neither monitored nor actively supported.</p>	<p>Teachers are not expected to use technology for instructional purposes.</p>
<p>Up-to-date technology is readily available and equitably accessible to all staff.</p>	<p>Adequate technology is readily available and equitably accessible to all staff.</p>	<p>Technology is sometimes or inconsistently available to staff, but the accessibility is either limited or inequitable.</p>	<p>Technology is not readily available or accessible to all staff.</p>
<p>The district provides extensive technological resources to the school that allows technology to be effectively used in instruction.</p>	<p>The school has a comprehensive Technology Plan that defines effective use of technology in instruction.</p>	<p>The school's Technology Plan does not clearly define instructional expectations for the use of technology in instruction.</p>	<p>The school does not have a Technology Plan.</p>
<p>Teachers, students, and other instructional staff members effectively use a variety of technology tools to extend learning, increase productivity, and create products for various purposes, audiences and situations.</p>	<p>Teachers appropriately use technology as an integral part of instruction in multiple content areas and support students in making choices in the use of technology for learning.</p>	<p>The use of technology for teaching and learning is limited.</p>	<p>Teachers seldom use technology for instructional purposes.</p>

<p>The school makes its technological resources available to students and community members during hours beyond the regular school day.</p>	<p><b>Technology is readily available and equitably accessible to all students.</b></p>	<p>Students have limited, inconsistent, or inequitable access to technology.</p>	<p>Technology is not readily available or accessible to students.</p>
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3.1e - Instructional resources (textbooks, supplemental reading, library resources and technology) are sufficient to support the effective delivery of the curriculum.

Examples of Supporting Evidence:

- Textbooks/instructional resources purchasing plan/curriculum documents
- Student and staff member interviews
- Walkthrough observations
- Media center inventory
- School budget/allocations
- Lesson plans indicating the use of technology/information literacy as part of instruction
- District Accreditation plan
- School improvement plan

**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning, operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Extensive resources are available in all content areas to support the school's curriculum.	Instructional resources are sufficient in all content areas to support the school's curriculum.	Instructional resources are sufficient in some content areas to support the school's curriculum.	Instructional resources are not sufficient to support the school's curriculum. OR Available resources are not used.
External stakeholders provide supplemental electronic, printed, and other instructional resources (e.g. virtual library, public libraries, educational television, local historic sites) to support teaching and learning.	The variety and availability of current electronic, printed, and other instructional resources is sufficient to support teaching and learning in classrooms.	A limited variety of current instructional resources is available to support instruction.	The textbook is the primary instructional resource used in most classrooms.
The school's collection of instructional resources is evaluated in the context of the curriculum, current research, and the needs of students and is regularly expanded in order to be responsive to the learning needs of students.	Instructional resources focused on the curriculum and responsive to the diverse needs of students are selected and purchased after a thorough review of the materials. Criteria for selection are identified.	Some of the instructional resources are purchased without a thorough review.	Instructional resources are not purchased based on a thorough review.
The selection of instructional resources is research-informed to ensure that selected resources are age, culturally, and developmentally appropriate and differentiated to address individual learning needs. Multicultural education is an integrated component or supplement to the broader curriculum.	Instructional resources are age, culturally, and developmentally appropriate for all students.	Some of the instructional resources are age, culturally, and/or developmentally appropriate.	Some instructional resources are not age, culturally, and/or developmentally appropriate.

<p>The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's curriculum and support the needs of the entire school community.</p>	<p><b>The media center provides current and appropriate instructional resources to support the school's curriculum and the diverse needs of students.</b></p>	<p>The media center provides some current and appropriate instructional resources to support some areas of the school's curriculum.</p>	<p>Materials available through the media center offer limited support for implementation of the school's curriculum.</p>
<p>School resources (e.g., reading rooms, math rooms) are organized in ways that promote and support effective instructional practices. Systems are in place for acquiring, inventorying, maintaining, using, and organizing the resources.</p>	<p><b>School resources (e.g. reading rooms, math rooms) are organized in ways that promote and support effective instructional practices.</b></p>	<p>The school has an instructional resource room (e.g. reading resources) but supplies and materials are not organized in ways that promote and support effective instructional practices.</p>	<p>The school does not have functioning instructional resource rooms.</p>

**3.1f - Homework is monitored and linked to learning targets / objectives.**

Examples of Supporting Evidence:

- Lesson plans/units of study
- Staff member, student and parent/family member interviews
- Walkthrough observations
- Student homework with teacher feedback

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Students and teachers discuss the purpose of homework and the relationship between homework and learning targets. Students view homework as an extension of their learning and may offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills.	<b>Students can articulate the purpose of homework, the relationship between learning targets and homework, and they view homework as purposeful and essential to their learning.</b>	Students can sometimes articulate the purpose of homework and the relationship between homework and learning targets. Some students view homework as essential to their learning.	Few students can articulate the relationship between learning targets and homework.
Homework provides opportunities for authentic application and extension of student learning and connects to real world experiences.	<b>Homework is monitored and extends student learning.</b>	Homework is sometimes monitored and may extend student learning.	Homework is seldom monitored or directly linked to learning targets.
Teacher feedback, instructional follow-up, and opportunities for student self- and peer evaluations based on content and performance standards, are provided for homework assignments. Teachers use results from homework assignments to inform their decision-making and improve their instructional practice.	<b>Specific, timely, individualized feedback and instructional follow-up are provided on homework assignments.</b>	Specific teacher feedback or instructional follow-up is sometimes provided for homework assignments for individual students.	Instructional follow-up for homework is seldom provided.

<p>Students, parents, and teachers provide formal feedback to the school on the efficacy of the homework policy and procedures as a systematic process to enhance student learning.</p>	<p><b>The school has adopted a homework policy and school leadership has fully implemented procedures regarding homework.</b></p>	<p>The school has adopted a homework policy, and school leadership has established procedures regarding homework, but the procedures are inconsistently implemented.</p>	<p>The school does not have a homework policy.</p>
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LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1a - There is a safe, orderly, and equitable learning environment in the school.

Examples of Supporting Evidence:

- School/district safety plan
- Student/parent/staff handbooks
- Emergency drill plans
- School climate/culture audits
- School accident/student health reports
- Student, parent, school staff and district staff interviews
- Facility inspection reports
- Health department inspection reports
- Fire Marshall reports

- Student discipline reports
- School improvement plan
- School accountability committee policies and meeting minutes
- Reports of vandalism
- Facility work orders
- Walkthrough observations
- Staff extra-duty schedule
- Safe schools data reports

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Community members (e.g. architects, facility experts, emergency support personnel) provide proactive assistance and guidance to create and maintain an accessible learning environment.	<b>The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly, and accessible learning environment.</b>	The physical structures of the school generally provide students and staff with a safe, healthy, orderly and accessible learning environment, but the condition of the structures could be improved.	The physical structures of the school do not provide a safe, healthy, orderly, and accessible learning environment.
School leadership establishes an expectation that behavior standards are equitably applied and monitors the application. Community programs are active partners with school leadership in the equitable application of behavior standards.	<b>Behavior standards are well defined, clearly communicated to students, and equitably applied throughout the school.</b>	Behavior standards are defined, but may not be clearly communicated to students or equitably applied.	Behavior standards are not well defined, clearly communicated to students and/or equitably applied.
In addition to collecting perception and logistic data, school leadership regularly conducts joint walkthroughs of the school to collect information concerning the learning environment and establish a feedback loop on safety, health, order, and equity issues.	<b>Learning environment data are regularly collected through various means (e.g. culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly, and equitable learning environment.</b>	Learning environment data are collected, but they are not analyzed for use in planning and decision-making.	Learning environment data are not collected.

4.1b - Teachers hold high academic and behavioral expectations for all students, and this is evident in their practice.

Examples of Supporting Evidence:

- Lesson plans
- Walkthrough observations
- Student, parent and staff interviews
- School discipline plan/classroom management plan
- Student and parent handbooks
- Posted behavior standards
- Posted academic standards and rubrics
- School accountability committee policy

- Individual growth plans
- Team/department/committee meeting agenda/minutes
- Master schedule/use of instructional time
- Student work
- Library/media center usage
- Extra-curricular and co-curricular program schedule
- Safe schools data reports

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Students and staff members collaborate to establish, sustain, and demonstrate school-wide high academic expectations that are applicable to all, and they hold students accountable to achieve at high levels.	Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves, provide the structure and support to ensure student success, and hold students accountable to achieve at high levels.	Teachers set high academic expectations for some students but not for all. OR High academic expectations are not clearly communicated to students. OR High academic expectations are not consistently maintained.	Teachers do not set high academic expectations for students.
School staff, students, and parents believe that all students can learn at high levels. Students are encouraged and expected to demonstrate their learning by producing high quality work.	Teachers believe that all students can learn at high levels. They provide the necessary support and guidance to ensure that students succeed and they hold students accountable for producing quality work.	Teachers demonstrate a belief that all students can learn at high levels, but they may not hold students accountable for producing quality work.	Some, but not all teachers believe that all students can learn at high levels.
Students and staff members collaborate to establish, sustain, and demonstrate clear, school-wide behavioral expectations in an effective program that is equitably applied to all students and emphasizes self-discipline and responsibility. Monitoring and feedback provide ongoing support.	Standards of behavior are collaboratively developed, clearly communicated to students and equitably applied. School staff provides the structure and support to ensure student success, and holds students accountable for appropriate behavior.	Standards of behavior are developed by staff members and communicated to students, but not consistently applied.	Teachers do not set high behavioral expectations for students. OR Standards of behavior exist, but are not communicated to students. OR Standards of behavior exist, but are not equitably applied.

<p>The school staff provides students with opportunities to learn and practice leadership skills.</p>	<p><b>The staff provides opportunities for students to learn leadership skills.</b></p>	<p>Student leadership is promoted in limited contexts, e.g. student council.</p>	<p>Student leadership in the school is not promoted.</p>
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4.1c – School leaders and staff create experiences that demonstrate the belief that all children can learn at high levels and they work to facilitate continuous improvement in student learning.

**Examples of Supporting Evidence:**

- School improvement plan
- Faculty meeting agenda
- School mission, belief and vision statements
- Documentation of professional development days/released time
- Student, staff member, parent/family member, and community member interviews

- School calendar showing motivational and celebratory events
- Classroom observations
- Individual education plans/504 plans
- Lesson plans
- Classroom assessments

**RATING OF PERFORMANCE**

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: School leadership monitors student achievement at an individual level as well as school-wide, and holds teachers and students accountable to meet high academic expectations.</p>	<p>School leadership demonstrates a commitment to high academic expectations for all students and monitors achievement data.</p>	<p>School leadership articulates a commitment to high academic expectations for all students, but it is not always reflected in practice.</p>	<p>School leadership does not emphasize the importance of high academic expectations.</p>
<p>Family members and business leaders, respond to the school's vision of all students learning at high levels by offering partnerships and/or creating learning opportunities for students in addition to the school's offerings.</p>	<p>School leaders and staff members provide ongoing opportunities and information intended to encourage family members, business leaders, and other community members to share in the school's vision of all students learning at high levels.</p>	<p>School leaders and staff members make limited efforts to share the school's vision of all students learning at high levels with other stakeholders.</p>	<p>School leaders and staff make no effort to share the school's vision of all students learning at high levels with other stakeholders. OR The school has not articulated a vision that all students can learn at high levels.</p>
<p>School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures.</p>	<p>School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement.</p>	<p>School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement.</p>	<p>Teachers rarely share success stories. OR Opportunities for teachers to share successes are seldom available.</p>

<p>School leadership implements a systematic process to ensure and document continuous school-wide improvement resulting in higher student achievement.</p>	<p><b>School leadership establishes and sustains a focus on continuous improvement in student learning.</b></p>	<p>School leadership sometimes emphasizes continuous improvement in student learning, but the focus is not consistent.</p>	<p>School leadership does not demonstrate a focus on continuous improvement in student learning.</p>
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**4.1d - Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.**

**Examples of Supporting Evidence:**

- School improvement plan
- Staff interviews
- School accountability committee meeting agenda/minutes
- Walkthrough observations
- Employee handbooks

- Organizational charts
- Work schedules
- Job descriptions
- Staff development agenda

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning.	<b>Teachers and non-teaching staff frequently collaborate in decision-making.</b>	Some teachers and non-teaching staff collaborate in relevant decision-making processes.	Teaching and non-teaching staff do not collaborate in decision-making.
Non-teaching staff are routinely kept informed of school activities, are included in school improvement planning, and are encouraged to view their work in the light of being support to students.	<b>Non-teaching staff are included in communications and are encouraged to be active participants in helping the school meet its goals, as well as help students meet academic, social, and emotional growth goals.</b>	Some non-teaching staff members are occasionally included in school communications. Not all make a connection between their work and the success of the school and its students.	Non-teaching staff members are not typically included in school communications. Most do not see a connection between their work and the success of the school and its students.
Non-teaching staff members collaborate with the teaching staff to expand the scope of their areas of responsibility to include teaching and learning experiences (e.g. safety discussions, health issues, reading buddies).	<b>Non-teaching staff members collaborate with teaching staff members to resolve challenges in their areas of responsibility (e.g. scheduling of routine maintenance /housekeeping to avoid disruption to instruction, maintaining "learning" bulletin boards in the cafeteria) to contribute to a positive learning environment for students.</b>	Non-teaching staff members sometimes collaborate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students.	Non-teaching staff members do not collaborate with teaching staff members when making decisions in their areas of responsibility.

4.1e - Teachers recognize and accept their professional role in student success and failure.

**Examples of Supporting Evidence:**

- Staff member, student and parent/family member interviews
- Professional resources
- Samples of student evaluations of teachers

- District Performance Reports and trend data
- Documentation of professional development days/release time
- Lesson plans/units of study

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following of exemplars:</b> Teachers study the connection between instructional practices and student success and consider that connection in the design of their instruction.</p>	<p><b>Teachers routinely assess the impact of their instructional practices on students’ success and make changes as needed.</b></p>	<p>Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices.</p>	<p>Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement.</p>
<p>Students collaborate to design instruments to be used for school-wide evaluation of the instructional performance of the teachers.</p>	<p><b>Students are given opportunities to evaluate the instructional performance of the teachers and teachers use the feedback to improve their classroom practice as needed.</b></p>	<p>Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g. only at the end of the school year, only in certain classes) are limited.</p>	<p>Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.</p>

4.1f – Staff members are assigned to maximize opportunities for all students to have access to the staff’s instructional strengths.

**Examples of Supporting Evidence:**

- Master schedule
- Class rosters
- Enrollment data
- School accountability committee policies and meeting minutes
- Parent, student and staff member interviews
- Student schedules

- Daily schedules
- Lesson plans
- Records of teacher certification/experience
- Student/teacher ratio
- Class offerings/course descriptions
- District Performance Report

**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following of exemplars: Students monitor their own progress toward learning goals and collaborate with staff members to adjust flexible groupings.	Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.	Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths.	Student groupings are not based on instructional needs and there is no attempt to use flexible grouping.
The district provides flexibility to lower student/teacher ratios.	Staffing procedures that ensure an effective student/teacher ratio for meeting the needs of all students are implemented.	There is a policy regarding student/teacher ratio, but the policy is not fully implemented.	There is not a clearly written policy regarding student/teacher ratio.
Leadership requires that decisive changes in staffing assignments, as well as the inclusion of community resources be made based upon student achievement data. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process.	The school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.	The school may have procedures requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning.	The school does not have a flexible master schedule. OR Teaching assignments are rarely adjusted.



4.1g - Teachers regularly communicate with families about each student's progress.

Examples of Supporting Evidence:

- Report cards and/or progress report forms
- School/teacher web pages
- Phone/email registers of family contacts
- School accountability committee policies and meeting minutes

- Notes from parent conferences
- Student, parent/family member and teacher interviews
- Interactive automated voice mail system
- Record of home visits

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The practice of the school includes interactive school/home communication about student progress to foster a school culture of collaborative learning and dialogue.</p>	<p><b>The school has implemented procedures guiding interactive school/home communication about student progress.</b></p>	<p>The school has procedures guiding interactive school/home communication about student progress, but the policy is not fully implemented.</p>	<p>The school does not have procedures guiding interactive school/home communication about student progress.</p>
<p>Interactive communication among home, school, and community is frequent, consistent, and proactive.</p>	<p><b>Interactive communication between home and school is meaningful and regular.</b></p>	<p>Communication between the school and home is generally inconsistent or reactive.</p>	<p>Communication between school and home is minimal.</p>
<p>Families can obtain information on the progress of their students from the school's web site which contains links to the web pages of individual teachers with secure password entry.</p>	<p><b>Student progress reports (e.g. paper or electronic copy, email) are sent home regularly. Reports include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, a report of progress on the goals of individual education plans.</b></p>	<p>Student progress reports are sent home, but may not include explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.</p>	<p>Student progress is communicated to parents only through student report cards that include minimal explanation of student performance.</p>
<p>The school establishes and communicates regular procedures and schedules (e.g. "phone hours," voice mail) to assist parents to contact teachers easily.</p>	<p><b>Teachers regularly contact families (e.g. home visits, phone calls, e-mail) to discuss student progress.</b></p>	<p>Teachers sometime contact families to discuss student progress, but most teachers contact families concerning discipline problems only.</p>	<p>Teachers rarely contact families to discuss student progress.</p>

<p>Students collaborate with staff members to prepare demonstrations of their progress for their families and/or community members.</p>	<p><b>Teachers involve students (e.g. student-led conferences, journals) in reporting student progress.</b></p>	<p>Some teachers involve students in reporting student progress to families.</p>	<p>Teachers typically do not involve students in reporting student progress to families.</p>
<p>Formal progress and achievement reports delineate student efforts, progress, and achievement. The school provides information to help families and students understand the differences.</p>	<p><b>Formal achievement reports clearly delineate student efforts, progress, and achievement.</b></p>	<p>Some teachers make a distinction among student effort, progress, and/or achievement when reporting on students' work.</p>	<p>Distinctions are not made among student effort, progress, or achievement for reporting purposes.</p>

4.1h - Teachers and staff care about students and inspire their best efforts.

**Examples of Supporting Evidence:**

- Staff members, students, parents/family member and community member interviews
- Walkthrough observations
- Master schedule
- Student handbook
- School newsletter
- Family Resource/Youth Services Center/counseling programs

- District Performance Report and student questionnaire data
- Recognition program documentation
- Student work displays
- Web pages
- Newspapers
- Yearbooks

**RATING OF PERFORMANCE**

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: School staff and community members collaborate to provide a support structure (e.g. mentors, safe places, after school programs) that ensures a nurturing learning environment for all students.</p>	<p><b>Staff members establish a nurturing learning environment for all students.</b></p>	<p>The learning environment of the school may be nurturing, but the staff members do not establish this culture for all students.</p>	<p>A nurturing learning environment does not exist throughout the school.</p>
<p>Procedures and resources are in place to ensure that each teacher establishes a positive relationship with specific students. The effort is monitored for effectiveness.</p>	<p><b>Students can identify at least one adult in the school with whom they have a positive relationship.</b></p>	<p>Some teachers make informal efforts to establish a positive relation with specific students.</p>	<p>It is not a school priority to ensure that each student has a positive relationship with at least one adult in the school.</p>
<p>There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior, and individual needs and goals of students during and beyond school hours.</p>	<p><b>There are interactions between students and staff regarding academic performance, attendance, behavior, and individual needs and goals of students.</b></p>	<p>There are occasional, meaningful interactions between students and staff, but the focus of the interactions is usually on behavioral issues.</p>	<p>Staff may have positive interactions with students, but conversations seldom address issues of student performance.</p>
<p>All adults in the school are approachable and open to students' sharing of ideas, concerns and/or celebrations. Students perceive these adults as caring about them.</p>	<p><b>Teaching and non-teaching adults in the school model a positive and caring community.</b></p>	<p>Some, but not all, adults in the school interact with each other and with students in a positive and caring manner.</p>	<p>Communication among adults and students is limited to necessary interactions.</p>

<p>Staff members use innovative strategies (e.g. classroom web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement.</p>	<p><b>Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement.</b></p>	<p>Staff members recognize and reinforce students' accomplishments, but praise and feedback are often general, not specific, or comments tend to be given to a limited number of students.</p>	<p>Staff members rarely acknowledge or recognize students' accomplishments.</p>
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4.1i - Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

**Examples of Supporting Evidence:**

- School communications plan
- Staff member, parent/family member and community member interviews
- Samples of written correspondence
- School meeting/program agenda
- School accountability committee meeting minutes

- School web page
- Civic group programs/meeting agenda
- Perception surveys
- Newspaper clippings
- Bulletin boards, exhibits and displays
- Brochures/pamphlets

**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Members of the school community collaborate with the school to develop the school's systematic communication plan that addresses internal and external communication.	<b>The school implements and monitors a communication plan or procedures that guide written, fact-to-face, and electronic communication.</b>	The school has a communication plan or established communication procedures, but they are not publicized and/or are partially implemented.	The school does not have a communication plan or established communication procedures.
The school collaborates with the district to increase technological resources to ensure up-to-date communication capabilities.	<b>School staff members use a variety of technological resources (e.g. voice mail, web page) and communication strategies to provide interactive communication with stakeholders.</b>	School staff members use limited technology to communicate with stakeholders.	The school does not use technology to enhance communication with stakeholders.

4.1j - Student achievement is highly valued and publicly celebrated.

Examples of Supporting Evidence:

- School improvement plan
- Displays of student work/exhibitions
- Staff members, student, parent/family member and other stakeholder interviews
- Media documentation
- School/classroom web pages

- Videos of student performances
- School accountability committee meeting agenda and minutes
- Student recognition program documentation
- Trophy cases
- Yearbooks

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state, and national levels and encourage students to submit their work for consideration.	School staff members and students regularly and equitably recognize and celebrate the accomplishments of students, including formal and informal recognition.	School staff members sometimes recognize students for academic success.	School staff members seldom recognize student academic success.
School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases.	School staff members implement a process of exhibiting and showcasing of student work for recognition of achievement in all content areas.	School staff members showcase student work on a limited basis.	School staff members do not exhibit or showcase student work.
School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community.	Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self-reflection.	Student work is displayed in some areas but may not reflect quality and/or be used to guide student self-reflection.	Student work is not displayed in the school.
School staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g. scholarships, academic assemblies).	Student academic achievement is publicly shared with families, community and business partners.	Student success may be shared with families, but is seldom shared with community and business partners.	Student success is not shared beyond the school or classroom.

4.1k - Support for the physical, cultural, socio-economic, and intellectual needs of all students reflects the school's commitment to equity and appreciation of diversity.

Examples of Supporting Evidence:

- Student, staff member, parent/family member and community member interviews
- School accountability committee policies and meeting minutes
- Multicultural/diverse instructional resources
- School improvement plan

- Walkthrough observations
- Lesson/unit plans
- School guidance plans
- Suspension/expulsion/attendance records

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The school routinely reflects on its commitment to equity and appreciation of diversity and acts on those reflections in order to improve.</p>	<p><b>Commitment to equity and an appreciation of diversity are integrated into the practices of the school through interactions, policies, procedures, and communications.</b></p>	<p>The school inconsistently addresses a commitment to educational equity and an appreciation of diversity. OR The school states a commitment to educational equity and an appreciation of diversity in its documents, but they are not fully or consistently addressed.</p>	<p>Support for educational equity or appreciation of diversity is limited.</p>
<p>The school staff, students, and the community collaborate to ensure that students' awareness of their own cultural roots, and respect and understanding for persons of different cultural backgrounds is an integral part of the learning environment.</p>	<p><b>School staff promotes students' awareness of their own cultural roots, and respect and understanding for persons of different cultural backgrounds is an integral part of the learning environment.</b></p>	<p>In some, but not all classrooms, attention is given to students' awareness of their own cultural roots, and respect and understanding for persons of different cultural backgrounds.</p>	<p>Students' awareness of their own cultural roots, and respect and understanding for persons of different cultural backgrounds is rarely addressed in classrooms.</p>
<p>The school functions as a learning community that minimizes the impact of physical, cultural, and socio-economic factors on learning by recognizing them as opportunities, rather than barriers.</p>	<p><b>School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning.</b></p>	<p>School staff members may establish, but do not sustain, a culture that minimizes the impact of physical, cultural, or socio-economic factors on learning.</p>	<p>School staff members do not address physical, cultural, or socio-economic barriers to learning.</p>

<p>School staff members create an equitable environment in which all students and their families are considered an integral part of the school's culture.</p>	<p><b>The school staff actively cultivates respectful, supportive relationships among students and their families.</b></p>	<p>Some, but not all staff members create respectful, supportive relationships with students and their parents.</p>	<p>Staff members address cultural concerns as they arise.</p>
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LEARNING ENVIRONMENT STANDARD 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1a Families and the community are active partners in the educational process and work with the school staff to promote programs and services for all students.

Samples of Supporting Evidence:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Staff member, parent/family member and student interviews</li> <li>• School visitors register</li> <li>• Walkthrough observations</li> <li>• Community involvement programs</li> <li>• Committee rosters</li> <li>• Service learning project documentation</li> </ul> | <ul style="list-style-type: none"> <li>• Parent/community member workshop schedule</li> <li>• Volunteer schedule</li> <li>• Examples of school-to-home communications</li> <li>• School event calendar</li> <li>• School accountability meeting agenda/minutes</li> </ul> |
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RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Family, school, and community stakeholders collaborate to select or create and implement programs and strategies that build the capacity of families to address targeted needs.	<b>School staff plans and implements programs and strategies to educate and encourage families to support their children’s achievement.</b>	School staff has begun to explore, select, or implement programs and strategies to educate and/or encourage families to support student learning.	There are few or no school-wide programs or strategies in place to educate and/or encourage families to support student learning.
The school utilizes a multi-faceted approach to helping families feel welcome and comfortable at the school, and offers a variety of research-supported opportunities for them to become more involved in the support of their child and support of the school.	<b>Staff members are engaged in building capacity to work with families and community members. The school offers a variety of ways for families to support their child’s learning and support the school, and provides opportunities for families to share needs or concerns, and offer ideas or suggestions for increasing parent/community engagement with the school.</b>	The school repeatedly uses the same one or two strategies to try to involve or engage families, but does not attempt other ways of approaching the goal to increase family/community engagement. OR The school measures its success in working with families and the community based only on the number of those attending events.	The school offers few opportunities for parents to become more involved in either the support of their child’s learning or in support of the school. OR There is not a widespread belief in the school that parents, regardless of income, education level, or cultural background, are involved in their children’s learning and want their children to do well in school. OR Many staff members do not feel adequately prepared to competently handle family/community outreach

			challenges in their school community.
Families, teachers, and students collaborate to proactively support high achievement for all students.	<b>Parents hold high expectations for their children's achievement and provide appropriate support at home.</b>	Parents defer to teachers' perceptions of their children's ability to achieve.	It is the staff's perception that parents do not typically demonstrate high expectations for their children's achievement.
Family and community members participate and help evaluate the effectiveness of collaborative efforts made to remove barriers to learning for all students and recommend changes as appropriate.	<b>Families and the community are involved in significant ways (e.g. homework, After School Programs, reviewing student work, parent/community volunteer activities and community /business partnerships) to remove barriers to learning for students.</b>	Families and/or community members are sometimes involved to remove barriers to learning for students.	Families and/or community members are minimally involved in student learning.
Structures and/or programs are in place to encourage and enhance family and community participation.	<b>Parents/family members are welcome in the school and their assistance (e.g. school committees, parent resource room) is sought.</b>	Parents/family members are welcome in the school, but structures, resources, or communications that provide encouragement are not adequate to promote their participation in the school community.	Parents/family members are welcome in the school, but their assistance and involvement are not actively sought.
School resources that extend student learning opportunities are identified, funded, sustained, and monitored with the active support and participation of the community.	<b>School staff members collaborate with families and community partners to provide programs, services, and resources for students to impact student achievement.</b>	There is some school, family, and community collaboration to provide programs, services, and resources to impact student achievement.	There is little or no collaboration among school staff members, families, and community members.

5.1b – Support structures and programs are in place to reduce barriers to learning for all students

Examples of Supporting Evidence:

- Community resource grant proposals
  - Community resource advisory council/subcommittee meeting/minutes
  - After School Program entrance and exit reports
  - After School Program data
  - Transportation records for After School Programs
  - Perception surveys
  - Individual education plans/504 plans
  - Observations of support programs
- Student, school staff member, community member interviews
  - Title 1 program plan
  - Student individual education plans/behavior management plans
  - Master schedule
  - Glass rosters
  - Records of procedures/referrals to health and social services
  - Individual graduation plans
  - School improvement plan
  - School/district budgets

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: The school offers a variety of extended opportunities for students who need intervention, remediation, and/ or challenge. These opportunities utilize research-informed strategies and are routinely monitored and evaluated for effectiveness.	The school offers appropriate opportunities beyond classroom instruction for students who need intervention, remediation, and/ or challenge.	The school offers some opportunities for students who need intervention, remediation, and/or challenge, but the options may be limited, and/or the effectiveness of the opportunities is not evaluated.	There are few or no opportunities for students who need intervention, remediation, and/or challenge. The opportunities that do exist are seldom monitored for effectiveness.
Structures and programs are in place to help students feel connected to the school while simultaneously encouraging student achievement.	School staff implements structures and programs that create an academic environment in which students feel connected to the school (e.g. students believe that adults in the school care about them as individuals).	Some structures and programs focus on creating an environment that provides social and emotional support for students.	Some staff members create an environment that provides social and emotional support for students, but the practice is not school-wide.
Health and social services are integrated into a fully functioning, comprehensive student services program.	There are procedures to refer students for external support service such as health and social services. The procedures are clearly communicated to staff members and families.	There are procedures to refer students for health or social services, but the procedures are either inconsistently implemented or not clearly communicated to staff members and families.	There are no formal procedures to refer students for health and social services.

<p>The school recruits and trains volunteers to participate in student assistance teams that provide support for students experiencing learning problems.</p>	<p><b>There are procedures, including staff training, to identify the needs of students who experience learning difficulties and implement support programs for them.</b></p>	<p>There are procedures to identify students who experience learning difficulties, but specific support programs are not always available or implemented.</p>	<p>There are few programs or procedures to identify or serve students who experience learning difficulties.</p>
<p>The school collaborates with private and public agencies to reduce barriers to student learning. Efforts are monitored and evaluated for effectiveness.</p>	<p><b>The school collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning. These efforts are monitored.</b></p>	<p>The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning, or the efficacy of the programs is unclear.</p>	<p>The school does not work with community agencies to reduce barriers to student learning.</p>

5.1c - The school maintains an accurate, secure student record system that provides timely information pertinent to the student's academic and educational development

**Examples of Supporting Evidence:**

- Staff, parent/family member and student interviews
- Transcripts
- Student academic records
- Technology plan
- Policies and procedures on access to student records
- Immigration and naturalization service forms

- Student grade reports
- Software Technology Incorporated records
  - Cumulative folders system/policies
  - Individual literacy plans
  - Student working folders/portfolios

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b>                      The school maintains student records that provide a profile of each student's academic and educational routinely monitored to ensure that all information development. The records are relevant, accurate, and current. Procedures identify persons responsible for maintaining student records. A system is in place that ensures secure, timely, and appropriate transfer of student records.</p>	<p><b>The school maintains accurate, up-to-date records of students' academic history and educational development, which are monitored.</b></p>	<p>The school maintains students' academic records, but they are not routinely monitored to see if they are complete and accurate.</p>	<p>Student records are incomplete, do not focus on academic and educational development, and are not kept current.</p>
<p>New records and changes are integrated into existing records in a timely manner.</p>	<p><b>Relevant, current, and accurate data from multiple sources are included in cumulative student records.</b></p>	<p>Data from limited sources are included in student records. Some data are either not current or not relevant.</p>	<p>Data in student records are outdated, irrelevant and/or inaccurate.</p>
<p>The internal organization of individual student records is routinely monitored for consistency and compliance with legal requirements. The organization of all student records is logical and consistent.</p>	<p><b>The internal organization of individual student records (e.g. order of documents) is consistent and follows all legal requirements. The organization of all student record (e.g. alphabetical, chronological) is logical and consistent.</b></p>	<p>The internal organization of individual student records (e.g. order of documents), or the organization of student record files (e.g. alphabetical, chronological) is inconsistent.</p>	<p>The internal organization of individual student records (e.g. order of documents), and the organization of all student record files (e.g. alphabetical, chronological) are inconsistent.</p>

<p>Cumulative student records are maintained in a secure, interactive environment. Up-to-date technology resources facilitate data management at the school and classroom levels.</p>	<p><b>Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at classroom and school levels.</b></p>	<p>Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the classroom and/or school levels.</p>	<p>Technology resources do not provide support for the student record system and data management practices at the classroom and/or school levels.</p>
<p>Access to all controlled student records is granted based on application of legal guidelines and school/district policies. Consideration is given to appropriate access to staff, families/guardians, and students. There is continual oversight.</p>	<p><b>Access to controlled student records follow legal and school/district guidelines.</b></p>	<p>Access to controlled student records inconsistently follows legal and school district guidelines.</p>	<p>There are no procedures or guidelines in place that control access to student records. OR Guidelines that control access to student records are not followed.</p>

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>6.1a – Teachers who demonstrate the content knowledge and instructional skills necessary to challenge and motivate students to high levels of learning are recruited and supported through professional development.</p>			
<p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Implementation and impact checks</li> <li>• Staff member interviews</li> <li>• List of professional development offerings</li> </ul>		<ul style="list-style-type: none"> <li>• Needs assessment data</li> <li>• Individual growth plans/goals</li> <li>• Professional development calendar</li> </ul>	
<p><b>RATING OF PERFORMANCE</b></p>			
<p><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p><b>2</b></p> <p>Limited development or partial implementation</p>	<p><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b>                  School leadership recruits and provides incentives to recruit and retain highly qualified teachers. Criteria are established that describe characteristics of a high level of qualification. The local board of education and district leadership assists school leadership in this effort.</p>	<p><b>School leadership consistently recruits and retains a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels.</b></p>	<p>School leadership inconsistently recruits and retains a diverse staff of highly qualified personnel licensed to teach in their assigned areas and/or grade levels.</p>	<p>School leadership does not recruit personnel who are licensed to teach in their assigned areas or grade levels.</p>
<p>A number of teachers are pursuing advanced degrees in educational fields.</p>	<p><b>All teachers are licensed to teach in their assigned areas and/or grade levels.</b></p>	<p>All teachers are licensed to teach in their assigned areas or levels, but some teachers have emergency certification.</p>	<p>Most teachers are licensed to teach in their assigned areas or levels.</p>
<p>Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and professional practices to challenge and motivate all students to high levels of learning.</p>	<p><b>All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and professional practices to challenge and motivate students to high levels of learning.</b></p>	<p>Teachers participate in required hours of professional development, but the professional development does not always update their content knowledge and professional practices.</p>	<p>Teachers do not participate in professional development that updates their content knowledge and professional practices.</p>

<p>Experienced, expert teachers are recruited, trained, supported, and supported in providing assistance to new staff members in the school. Those efforts are evaluated for effectiveness.</p>	<p><b>The school actively provides support to ensure that new staff members build capacity to become active contributors to student learning and school improvement.</b></p>	<p>New staff members receive school-based support in addition to required induction support, but it may not be enough to address their needs adequately.</p>	<p>New staff members receive only the legally required induction support.</p>
<p>Professional development, teacher leadership, and/or opportunities for teachers to take active roles in meeting school goals are offered to all staff.</p>	<p><b>The school provides active, positive support to ensure that existing staff members maintain and extend their capacity to become active contributors to student learning and school improvement.</b></p>	<p>Some opportunities that enable existing staff members to maintain and extend their capacity to become active contributors to student learning and school improvement are available.</p>	<p>Few existing staff members have chosen to, or have been able to, take advantage of opportunities that enable them to maintain and extend their capacity to become active contributors to student learning and school improvement.</p>



6.1b - Professional development opportunities are selected based on a range of criteria and data.

Examples of Supporting Evidence:

- School improvement plan
- Student performance level descriptors
- Student data analysis summaries/reports
- Implementation and impact checks
- Staff member interviews

- Needs assessment data
- Individual growth plans/goals
- Professional development plan
- Professional development calendar

**RATING OF PERFORMANCE**

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> Long-term professional development for individual staff members is embedded in the structure and culture of the school as an organization.</p>	<p><b>Individual staff members do long-term planning for continuous support of professional growth needs.</b></p>	<p>Individual staff members plan professional development annually.</p>	<p>Individual staff members do not do long-term planning for professional development.</p>
<p>Professional development for individual staff members is based on a needs assessment and consultation with the supervisor.</p>	<p><b>Professional development that addresses the instructional growth of individual staff members is based on a needs assessment.</b></p>	<p>Individual professional development is sometimes based on a needs assessment.</p>	<p>Individual professional development is not based on a needs assessment.</p>
<p>Longitudinal data are analyzed to identify emerging trends for professional development planning and evaluation.</p>	<p><b>Multiple sources of data are analyzed for professional development planning purposes.</b></p>	<p>Short term or single data sources are used for professional development planning.</p>	<p>Data are not used to inform professional development planning.</p>
<p>Long-term, job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and increase the school’s capacity to serve all students.</p>	<p><b>Multiple, ongoing professional development opportunities address the learning needs of students identified through analysis of multiple sources and types of data.</b></p>	<p>Some professional development opportunities are selected based on data analysis, and address the learning needs of students.</p>	<p>Few professional development opportunities address specific student learning needs identified using disaggregated data.</p>

A needs assessment is conducted to determine differentiated needs of staff for professional development in consultation with a supervisor. The professional development plan is reviewed and updated.	<b>The school develops and implements a formal process (needs assessment) to identify professional development needs for all staff members.</b>	The process for identifying professional development needs for staff members is informal.	The school does not identify professional development needs of the staff in order to create a comprehensive professional development plan.
School leaders initiate a formal, collaborative process to analyze information on student achievement to determine the short and long-term professional development needs of the staff.	<b>School leadership analyzes information on student achievement to help schools determine the short and long-term professional development needs of instructional staff members and administrators.</b>	School leadership conducts a limited analysis of information on student achievement to help determine the short and long-term professional development needs of teachers.	School leadership does not analyze information on student achievement to help determine the short- and long-term professional development needs of teachers. OR There is no process or structure used to determine priorities for school-level professional development.
Professional development opportunities are aligned with the school's learning goals for students, the annual professional goals of staff members, and the school improvement plan.	<b>Professional development priorities are aligned with school goals for student achievement as well as other goals in the school improvement plan.</b>	Professional development priorities reflect some school goals for student achievement.	Professional development priorities do not relate to the school's learning goals for students or the school improvement plan.
School administrators and staff collaborate to make professional development choices that include consideration of evaluation results.	<b>The results of evaluation inform professional development choices.</b>	The results of evaluation occasionally inform professional development choices.	The results of evaluation seldom inform professional development choices.
Professional development experiences are selected using criteria based on best practices. A variety of opportunities, including innovative and non-traditional approaches are available.	<b>Professional development experiences are of consistently high quality (i.e. research-based, results-oriented, ongoing, job embedded, and supported by coaching).</b>	Few professional development experiences are high quality (i.e. research-based, result-oriented, ongoing, job embedded, and supported by coaching).	Professional development offerings are seldom of high quality (i.e. research-based, results-oriented, ongoing, job embedded, and supported by coaching).
Professional development for classified staff is part of the school plan and staff members and their supervisors have input.	<b>Professional development for classified staff is part of the school plan.</b>	Professional development for some classified staff is part of the school plan.	Professional development for classified staff is not part of the school plan.

6.1c - Professional development opportunities impact classroom practices, staff efficiency, and school functioning.

Examples of Supporting Evidence:

- School improvement plan
- Student data analysis summaries/reports
- List of professional development offerings
- Walkthroughs/observations

- Professional growth plans
- Staff member interviews
- Professional development plan
- District Performance Report
- Student performance level descriptions

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Staff members participate in effective professional development that updates their content knowledge and they use the acquired knowledge to improve student learning while supporting colleagues in implementing new practices.</p>	<p>Staff members participate in effective professional development that updates their content knowledge; new knowledge is used to improve student learning.</p>	<p>Staff members participate in professional development that may update their content knowledge but they may not use the acquired knowledge to improve student learning.</p>	<p>Few staff members participate in professional development that updates their content knowledge.</p>
<p>There is a clearly communicated expectation that each individual staff member enhance his/her instructional skills through professional development.</p>	<p>Instructional staff members participate in professional development that updates and enhances their instructional skills.</p>	<p>Some instructional staff members participate in professional development that updates and enhances their instructional skills.</p>	<p>Instructional staff members seldom participate in professional development that updates and enhances their instructional skills.</p>
<p>Opportunities to utilize leadership abilities acquired through professional development are provided to staff.</p>	<p>All staff members are encouraged to participate in professional development opportunities that support the enhancement of leadership abilities (e.g. collaboration, problem-solving, consensus building, meeting facilitation).</p>	<p>Some, but not all staff members are encouraged to participate in professional development opportunities that support the enhancement of leadership abilities.</p>	<p>Few professional development opportunities support leadership development.</p>
<p>Following participation in professional development, staff members implement high impact instructional strategies and monitor their effectiveness on student learning.</p>	<p>Staff members participate in effective professional development that increases their ability to incorporate high impact instructional strategies in planning and instruction.</p>	<p>Some professional development activities address the use of high impact instructional strategies. OR Not all staff members participate in professional development activities that address the use of high impact instructional strategies.</p>	<p>Professional development activities do not typically address the use of high impact instructional strategies.</p>

<p>Characteristics of high performing professional learning communities, (e.g. collaboration, accountability, esprit de corps) are embedded in professional development.</p>	<p><b>Professional development extends and supports the growth of the school as a learning community.</b></p>	<p>Few professional development practices extend and support the growth of the school as a learning community.</p>	<p>Professional development practices do not extend or support the growth of the school as a learning community.</p>
<p>Differentiated professional development is a common practice and is designed and evaluated according to participants' input (e.g. needs assessment data).</p>	<p><b>While professional growth goals may be the same for staff members, learning experiences are differentiated according to need, background knowledge, experience and expertise, etc.</b></p>	<p>A few professional development opportunities are differentiated to meet staff's needs.</p>	<p>Professional development opportunities are not differentiated.</p>
<p>Leadership collaborates with external agencies, other districts, and/or professional organizations to obtain high quality professional development that addresses both the needs of individual school administrators and the district.</p>	<p><b>School administrators collaborate with their supervisor(s) to select professional development that addresses their identified, individual needs.</b></p>	<p>School administrators select professional development that fulfills the requirements of the Colorado Standards for Principals but may not address their individual needs.</p>	<p>School administrators do not participate in professional development. OR School administrators participate only in mandated professional development.</p>
<p>Professional development for school administrators focuses on building their capacity as instructional leaders and increasing their ability to provide leadership to a high-functioning learning community.</p>	<p><b>Professional development for school administrators focuses primarily on building their capacity as instructional leaders.</b></p>	<p>Some professional development for school administrators focuses on building their capacity as instructional leaders.</p>	<p>Few or no professional development for school administrators focuses on building their capacity as instructional leaders.</p>

6.1d – Professional development is implemented and evaluated for effectiveness.

Examples of Supporting Evidence:

- School improvement plan
- Professional development calendar
- Staff member interviews

- Individual growth plans/goals
- Professional development committee meeting agenda/minutes
- Leadership team agendas and minutes

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Long-term professional development is embedded in the structure and culture of the school and is part of the school improvement plan.</p>	<p>The school creates a long-term plan for continuous support of professional growth needs.</p>	<p>School-wide professional development planning is done on an annual basis.</p>	<p>The school does not do long-term planning for professional development.</p>
<p>Time for colleagues to reflect, discuss, and process new learning is supported. There is a clear expectation that this routinely takes place.</p>	<p>Job-embedded professional development provides time for colleagues to reflect, discuss, and process new learning.</p>	<p>Job-embedded professional development occasionally provides time for reflection.</p>	<p>Professional development does not provide time for reflection.</p>
<p>Professional development that addresses the instructional growth of staff is research-based, differentiated, and monitored for quality implementation.</p>	<p>Professional development that is designed to improve practices occurs over time and is job-embedded. Follow-up for implementation is provided through coaching, practice, reflection, supervision, and/or evaluation.</p>	<p>Some professional development occurs over time and includes follow-up.</p>	<p>Professional development is usually a one-time training event.</p>
<p>Clear benchmarks are established to help monitor and evaluate continuous growth.</p>	<p>Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities.</p>	<p>Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded.</p>	<p>Professional development does not emphasize continuous growth.</p>

<p>Staff members establish teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.</p>	<p><b>Follow-up to professional development that leads to increasing skill in implementing new learning is consistent and is a priority.</b></p>	<p>Follow-up to professional development is inconsistent or limited.</p>	<p>Follow-up to professional development is not provided.</p>
<p>The effectiveness of professional development is evaluated, and the results are used to help determine next steps in professional development.</p>	<p><b>The effectiveness of professional development is evaluated using specific criteria.</b></p>	<p>The effectiveness of some professional development is evaluated.</p>	<p>The effectiveness of professional development is seldom evaluated.</p>

6.1e – The school provides fiscal resources for professional development.

Examples of Supporting Evidence:

- School improvement plan
- District policies
- School accountability committee meeting agenda and minutes

- School budgets
- Staff member interviews
- Individual growth plans/goals

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: The school collaborates to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development.</p>	<p>Available fiscal resources are maximized to provide support for professional growth and development, using state professional development allocations and other funding sources (e.g. local, state, federal, private).</p>	<p>Available fiscal resources are not always maximized to provide support for professional growth.</p>	<p>Available fiscal resources are not used to support professional growth.</p>
<p>The school accountability committee monitors and ensures that professional development resources are appropriately and equitably allocated among all staff members.</p>	<p>The school accountability committee is involved in the allocation of fiscal resources for professional development (e.g. funds, substitute teachers, professional training programs, and curriculum support staff).</p>	<p>The school accountability committee has limited involvement in the allocation of fiscal resources for professional development.</p>	<p>The school accountability committee is not involved in the allocation of fiscal resources for professional development.</p>

**PROFESSIONAL GROWTH AND EVALUATION**

6.2a A clearly defined evaluation process is implemented at the school.

Examples of Supporting Evidence:

- Local board of education policy, procedures and meeting minutes
- Evaluation process documents

- Staff member interviews
- Record of Colorado Department of Education approval of district evaluation process

**RATING OF PERFORMANCE**

<p style="text-align: center;"><b>4</b></p> <p>Exemplary level of development and implementation</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully functioning and operational level of development and implementation</p>	<p style="text-align: center;"><b>2</b></p> <p>Limited development or partial implementation</p>	<p style="text-align: center;"><b>1</b></p> <p>Little or no development and implementation</p>
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The local board of education has adopted policy and district leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements.</p>	<p><b>The local board of education has adopted policies and procedures for personnel evaluation which meet state requirements and are fully implemented by the school.</b></p>	<p>The local board of education has adopted policy and/or procedures regarding the evaluation of personnel, but the procedures are not fully implemented by the school.</p>	<p>The local board of education does not have policy and/or procedures regarding the evaluation of personnel.</p>
<p>The evaluation process is connected to student learning and the long term goals of the school and district.</p>	<p><b>The evaluation process is directly connected to the goals for improving student learning.</b></p>	<p>The evaluation process has limited connections to the goals for student learning.</p>	<p>The evaluation process is not connected to the goals for student learning.</p>
<p>Information about the evaluation process is shared annually. Staff members are given the opportunity to provide input and feedback about the evaluation process at appropriate times (e.g., during the review cycle).</p>	<p><b>Information about the evaluation process is shared annually with personnel and opportunities for explanation and discussion are provided.</b></p>	<p>Information about the evaluation process is shared with certified personnel, but no opportunity for explanation or discussion is provided.</p>	<p>Information about the evaluation process is not shared annually with staff members.</p>



6.2b - The employee evaluation process is used to improve staff proficiency.

Examples of Supporting Evidence:

- School improvement plan
- Individual growth plans/goals
- Evaluation forms
- Staff member interviews

- District evaluation process documentation
- Lesson plans/units of study
- Teacher portfolios

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Employee evaluation contributes significantly to the improvement of staff performance. Staff and administrators collaborate to make use of the evaluation results.</p>	<p>Employee evaluation contributes to the improvement of staff performance.</p>	<p>Employee evaluation may contribute to the improved performance of some staff members.</p>	<p>Employee evaluation contributes minimally to improved staff performance.</p>
<p>Staff members collaboratively develop annual growth goals. The implementation and impact of the goals are monitored and included as part of the evaluation process.</p>	<p>Staff members collaboratively develop annual growth goals which foster reflection and improved performance.</p>	<p>Some staff members develop annual professional growth goals, but the goals may not lead to reflection or improved performance.</p>	<p>Not all staff members set annual professional growth goals.</p>
<p>Evaluation is viewed as an integral part of the work of the school, encompassing individual professional growth and establishing a self-renewing learning organization.</p>	<p>Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to professional proficiency.</p>	<p>The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency.</p>	<p>Employees view evaluation only as an employment requirement.</p>
<p>Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g. portfolios, peer review, product or performance tasks/activities) of performance effectiveness are used.</p>	<p>School administrators implement a personnel evaluation system that requires multiple observations of staff, feedback, reflection, and opportunities for coaching to improve practice.</p>	<p>School administrators implement a personnel evaluation system that includes observation and feedback, but has limited impact on improving practice.</p>	<p>School administrators do not fully implement a personnel evaluation system. Observations may be very limited or infrequent, feedback may be minimal, or it may not address ways for staff to build on strengths and increase effectiveness.</p>

6.2c - Leadership uses the evaluation process to provide teachers with follow-up and support to improve professional and instructional practices.

Examples of Supporting Evidence:

- School improvement plan
- List of professional development offerings
- Teacher and administrator interviews

- Samples of teacher evaluations
- Individual growth plans/goals

RATING OF PERFORMANCE

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.</p>	<p>School leadership provides regular and meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to improve performance.</p>	<p>School leadership provides limited feedback to teachers.</p>	<p>School leadership does not provide feedback to teachers. OR School leadership does not provide feedback that challenges and supports teacher thinking and changes behaviors</p>
<p>School leadership articulates and encourages a clear connection between the evaluation process and daily instructional practice.</p>	<p>Teachers are provided with follow-up (e.g. professional development, fiscal resources, and materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.</p>	<p>Teachers are provided with some follow up to the evaluation process, but not at a level that will ensure improved instructional practice and higher student achievement.</p>	<p>Teachers are provided little or no follow up to evaluation.</p>

**ORGANIZATIONAL EFFECTIVENESS STANDARD 7 – LEADERSHIP**

**Standard 7: School instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creation of a learning culture, and development of leadership capacity.**

**7.1a - Leadership develops and sustains a shared mission and vision.**

<p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> <li>• Displays of the vision and mission statements</li> <li>• School accountability committee meeting agenda and minutes</li> <li>• School improvement plan</li> <li>• Implementation and impact checks</li> <li>• Meeting announcements, agenda and minutes</li> <li>• Teacher/student/parent handbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff member, student, parent/family member and community member interviews</li> <li>• Brochures/pamphlets</li> <li>• Web sites</li> <li>• Press releases</li> </ul>
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**RATING OF PERFORMANCE**

<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> The mission and vision of the school is developed in conjunction with the vision of the district and the other schools of the district.</p>	<p><b>School leadership involves representatives of the school’s community as well as staff in a collaborative process to develop the school’s vision and mission.</b></p>	<p>School leadership receives input from school staff members to develop the school’s vision and mission statements.</p>	<p>The school leadership does not have, or does not have current, vision and mission statements.</p>
<p>Representatives of all stakeholders groups establish a communications team to share the mission and vision throughout the school community.</p>	<p><b>School leadership communicates the mission and vision to the staff and school community.</b></p>	<p>School leadership communicates the mission and vision to the school staff.</p>	<p>School leadership does not communicate the mission and vision.</p>
<p>School leadership establishes a systematic process to ensure that all decisions are regularly reviewed to maintain alignment with the mission and vision.</p>	<p><b>School leadership continuously reinforces and supports the mission and vision of the school and uses them to guide decision-making.</b></p>	<p>School leadership infrequently uses the mission and vision to guide decisions.</p>	<p>School leadership neither reinforces the mission and vision nor uses them to guide decision-making.</p>
<p>School leadership establishes a feedback loop to ensure that the mission and vision are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission and vision.</p>	<p><b>School leadership regularly monitors the school’s progress toward achieving the mission and vision, and regularly updates the staff and community on the progress.</b></p>	<p>School leadership monitors and occasionally provides updates to school staff members on the progress toward accomplishing the mission and vision.</p>	<p>School leadership does not actively monitor the school’s progress toward achieving the mission and vision, or does not provide updates on the school’s progress.</p>

**7.1b - School leadership disaggregates data, communicates the information to school staff, and systematically incorporates the data into the school's improvement plan.**

Examples of Supporting Evidence:

- Data analysis summaries/reports
- Staff meeting agenda and minutes
- School accountability committee/ subcommittee meeting agenda and minutes
- School improvement plan
- Staff member and school accountability committee member interviews
- School Accountability Report

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the school improvement plan.</p>	<p><b>Analysis of disaggregated data is an integral part of the school's improvement planning process and is used to identify goals and needs.</b></p>	<p>Analysis of disaggregated data is considered during the school's improvement planning process, but is not consistently used to identify goals and needs.</p>	<p>Analysis of disaggregated data is not considered during the school's improvement planning process.</p>
<p>School leadership compares the achievement of its population subgroups to the achievement of comparable population subgroups in similar and high performing schools as part of school improvement planning.</p>	<p><b>School leadership analyzes data comparing academic achievement of population subgroups to inform decision-making to meet the needs of the school's diverse population and drive school improvement planning.</b></p>	<p>School leadership analyzes data comparing the academic achievement of population subgroups, but may not use the results of data analysis to inform decision-making or school improvement planning.</p>	<p>School leadership does not analyze data comparing academic achievement of population subgroups.</p>
<p>Data disaggregated by subgroups are presented at open public meetings, feedback is sought, and stakeholder teams are established to make recommendations.</p>	<p><b>Data disaggregated by subgroups are formally presented to the school staff and school accountability committee.</b></p>	<p>Data disaggregated by subgroups are informally shared with the school staff and/or school accountability committee.</p>	<p>Disaggregated data are seldom or never shared with stakeholders.</p>
<p>School leadership collaborates with district and members of the school community to analyze student performance data and information from multiple sources and uses the results to inform program and academic decisions.</p>	<p><b>School leadership regularly analyzes student performance data and information from several sources and uses the results of the analysis to inform programmatic and academic decisions.</b></p>	<p>School leadership analyzes state assessment data and may use the results of that analysis to inform academic decisions.</p>	<p>School leadership seldom analyzes assessment data to inform academic decisions.</p>

7.1c - Leadership ensures that all instructional staff has access to resources related to the content standards for Colorado public schools.

Examples of Supporting Evidence:

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| <ul style="list-style-type: none"> <li>• Documentation of professional development days/release time</li> <li>• Staff member interviews</li> <li>• Units of study/lesson plans</li> <li>• School improvement plan</li> </ul> | <ul style="list-style-type: none"> <li>• Professional curriculum resources</li> <li>• Curriculum map</li> <li>• School budget</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> School leadership ensures that Colorado’s standards documents are readily available to and used by school staff members.</p>	<p><b>School leadership ensures that staff members have access to and are trained in the use of Colorado’s standards documents.</b></p>	<p>School leadership provides staff members with access to some of the Colorado’s standards documents and provides limited training on ways to use the documents.</p>	<p>School leadership does not provide staff members with information about how to access to Colorado’s standards documents.</p>
<p>School leadership provides opportunities for staff members to participate in external professional development experiences related to the analysis, implementation, and/or evaluation of standards.</p>	<p><b>School leadership shares and discusses standards-related information from internal and external professional sources with staff members.</b></p>	<p>School leadership occasionally shares standards-related information from internal and/or external professional sources with staff members.</p>	<p>School leadership seldom shares standards-related information with staff members.</p>

7.1d - Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Examples of Supporting Evidence:

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|---|---|
| <ul style="list-style-type: none"> <li>• Staff and master schedules</li> <li>• Staff meeting agenda and minutes</li> <li>• Walkthrough observations</li> <li>• Staff member and student interviews</li> </ul> | <ul style="list-style-type: none"> <li>• School accountability committee policy</li> <li>• Staff/student handbooks</li> <li>• After school services schedule including academic assistance</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> School leadership and staff members collaborate to design the necessary structure and support that allows time to be an instructional resource that helps maximize student learning.</p>	<p><b>School leadership provides the necessary structure and support for staff members to use time as an instructional resource that helps maximize student learning.</b></p>	<p>School leadership provides limited structure and support for staff members to use time as an instructional resource.</p>	<p>School leadership does not provide structure or support for staff members to use time as an instructional resource.</p>
<p>School leadership collaborates with community, family, and student representatives to establish and implement policies and procedures to minimize disruptions to instruction.</p>	<p><b>School leadership establishes and implements policies and procedures to minimize disruptions to instruction.</b></p>	<p>School leadership has established procedures to minimize disruptions to instruction, but the procedures are not always enforced.</p>	<p>School leadership has not established procedures to minimize disruptions to instruction.</p>

7.1e - Leadership allocates resources based on identified needs and monitors the use of the resources.

Examples of Supporting Evidence:

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|--|--|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• School accountability committee meeting agenda and minutes</li> <li>• School/district budgets</li> <li>• Staff member, School accountability committee member, leadership member, and student interviews</li> <li>• Building inspection records</li> </ul> | <ul style="list-style-type: none"> <li>• Maintenance reports</li> <li>• Work orders</li> <li>• Safe schools report</li> <li>• Vision statement</li> <li>• Mission statement</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: School leadership secures additional resources and/or reallocates funds to support the vision, mission, and strategic priorities of the school.	<b>Allocation of resources (e.g. fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning.</b>	Allocation of resources (e.g. fiscal, human, physical, time) by school leadership is not always consistent with priority needs identified in the school improvement goals.	Allocation of resources by school leadership is not systematic or fully aligned with school improvement priorities.
School leadership develops procedures with input from staff members and other stakeholders for the distribution of discretionary funds.	<b>The school leadership implements procedures for the distribution of discretionary funds.</b>	School leadership establishes procedures for distribution of discretionary funds, but the procedures are not always followed.	School leadership does not establish procedures for the distribution of discretionary funds.
School leadership collaborates with district colleagues to establish a network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for “shared learning” and collaboration that maximizes the impact of resources in these areas.	<b>School leadership monitors and modifies the instructional programs, organizational practices, and physical facilities of the school as needed to sustain continuous school improvement.</b>	School leadership monitors the instructional programs, organizational practices, and physical facilities of the school, but does not always make appropriate and/or timely modifications to sustain continuous school improvement.	School leadership conducts minimal monitoring of the instructional programs, organizational practices, and physical facilities of the school.

**7.1f - School leadership ensures the implementation and maintenance of a safe and effective learning and work environment.**

Examples of Supporting Evidence:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• School accountability committee policies and procedures</li> <li>• School accountability committee meeting agenda and minutes</li> <li>• Building inspection reports</li> <li>• Maintenance reports</li> <li>• Staff member, School accountability committee member, parent/family member and student interviews</li> </ul> | <ul style="list-style-type: none"> <li>• School budgets</li> <li>• Facility plan</li> <li>• Equipment inspection reports</li> <li>• School report card</li> <li>• District report card</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following of exemplars: School leadership collaborates with community representatives to establish policies and/or procedures that ensure a safe, healthy, orderly, and equitable learning environment.	<b>School leadership establishes and consistently implements effective policies to provide a safe, healthy, orderly, and equitable learning environment.</b>	School leadership establishes policies to provide a safe, healthy, orderly, and equitable learning environment, but the policies are inconsistently implemented.	School leadership does not establish policies to provide a safe, healthy, orderly, and equitable learning environment.
School leadership regularly evaluates the adopted procedures and modifies the procedures as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly, and equitable work environment is maintained for both students and staff members.	<b>School leadership establishes and implements procedures that maintain a supportive, safe, healthy, orderly, and equitable work environment for students and staff members.</b>	School leadership establishes and develops procedures that provide a supportive, safe, healthy, orderly, and equitable work environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained.	School leadership implements few procedures conducive to a supportive, safe, healthy, orderly, and equitable work environment.
School leadership collaborates with community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance the learning and work environment.	<b>School leadership ensures that resources are allocated to provide quality facilities and equipment for a safe and effective learning and work environment.</b>	School leadership allocates resources for facilities and equipment.	School leadership does not allocate sufficient resources to acquire and maintain facilities and equipment.



7.1g – The school accountability committee provides input into the development and implementation of the school improvement plan, including student academic performance, based on anticipated needs.

Examples of Supporting Evidence:

- School accountability procedures and by-laws.
- School accountability meeting agenda and minutes

- School accountability committee and/or leadership member, school staff member, district staff member and parent/family member interviews

**RATING OF PERFORMANCE**

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> School leadership, staff members, and other stakeholders are knowledgeable about and supportive of school accountability committee procedures.</p>	<p><b>The school accountability committee annually reviews goals and objectives for the improvement of education in the building.</b></p>	<p>The school accountability committee occasionally reviews goals and objectives for the improvement of education in the building.</p>	<p>No functional school accountability committee exists, OR The school accountability committee rarely reviews goals and objectives for the improvement of education in the building.</p>
<p>The school accountability committee recommends a plan to improve educational achievement in the school. Recommendations are based on an understanding of effective school and classroom practices.</p>	<p><b>The school accountability committee makes recommendations to improve educational achievement in the school.</b></p>	<p>The school accountability committee occasionally makes recommendations to improve educational achievement in the school.</p>	<p>The school accountability committee rarely makes recommendations to improve educational achievement in the school.</p>
<p>The school accountability committee reviews feedback provided by staff and stakeholders and make adjustments to processes, actions, and procedures as appropriate.</p>	<p><b>School accountability committee processes, actions, and procedures are distributed to staff and committee members. Opportunities to develop understanding and give feedback are provided.</b></p>	<p>School accountability committee processes, actions, and procedures are occasionally distributed to staff and committee members. Limited opportunities to develop understanding or give feedback are provided.</p>	<p>School accountability committee processes, actions, and procedures are rarely distributed or understood by staff and stakeholders.</p>
<p>The results of analysis of data are validated against educational research to guide the work of the school accountability committee and leadership toward identifying learning gaps and establishing goals for student academic performance.</p>	<p><b>The school accountability committee and leadership collaboratively analyze student performance data to identify learning gaps and establish goals for student academic performance.</b></p>	<p>School accountability committee and leadership review student performance data, but do not use the resulting information to focus on improving student academic performance.</p>	<p>School accountability committee and leadership do not review student performance data.</p>

<p>The school accountability committee and leadership conduct periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance.</p>	<p><b>The actions of the school accountability committee and leadership are aligned with their priorities to improve student academic performance and are congruent with the school's goals.</b></p>	<p>The actions of the school accountability committee and leadership are not always aligned with their priorities or congruent with the school's goals.</p>	<p>The actions of the school accountability committee do not impact student academic performance.</p>
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**7.1h - The principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.**

Examples of Supporting Evidence:

- Staff member, student and parent/family member interviews
- School accountability and/or leadership meeting agenda/minutes
- Faculty meeting agenda/minutes
- Resource materials/professional library
- Building inspection reports
- Leadership self-assessments
- Documentation of professional development days/release time

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning, operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b>                      The principal initiates opportunities to engage staff, families, and community stakeholders in conversations focused on student academic performance to generate the commitment needed to affect deep reform.</p>	<p><b>The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance.</b></p>	<p>The principal occasionally engages staff members and students in discussions about student academic performance.</p>	<p>The principal seldom engages staff members and students in discussions about student academic performance.</p>
<p>The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs.</p>	<p><b>The principal regularly focuses faculty meetings on improving student academic performance.</b></p>	<p>The principal sometimes focuses faculty meetings on improving student academic performance.</p>	<p>The principal seldom addresses improved student performance at faculty meetings.</p>
<p>The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms.</p>	<p><b>The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice.</b></p>	<p>The principal does not conduct classroom observations except when necessary for formal teacher evaluations.</p>	<p>The principal conducts few classroom observations.</p>
<p>The principal provides strong organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.</p>	<p><b>The principal provides organizational direction and develops distributed leadership capacity.</b></p>	<p>The principal provides some organizational direction but does not develop distributed leadership capacity.</p>	<p>The principal demonstrates minimal leadership skills in the area of organizational effectiveness and/or leadership capacity-building.</p>

<p>School leadership provides resources, incentives, and practice opportunities that increase staff leadership capacity throughout the school.</p>	<p><b>School leadership establishes and supports teacher leadership within the school in order to build internal capacity in implementing a standard-based system in the school.</b></p>	<p>School leadership assigns staff members to a school leadership team, but may not provide the support necessary to build capacity.</p>	<p>School leadership neither assigns nor establishes teacher leadership opportunities.</p>
<p>The principal and staff collaborate to continuously monitor and refine internal school communications.</p>	<p><b>The principal promotes positive internal school communications that are timely and professional.</b></p>	<p>Some internal school communications are effective, but others may be lacking, untimely, and/or inadequate.</p>	<p>Internal school communications seldom promote school efficiency and/or staff productivity.</p>

**ORGANIZATIONAL EFFECTIVENESS STANDARD 8– ORGANIZATIONAL STRUCTURE AND RESOURCES**

**Standard 8: The school is organized to maximize use of all available resources to support high student and staff performance.**

**8.1a - The school is organized to maximize use of all available resources to support high student and staff performance.**

Examples of Supporting Evidence:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• School accountability committee policies and procedures</li> <li>• School accountability committee meeting agenda/minutes</li> <li>• Master schedule</li> <li>• School budgets (5 year history)</li> <li>• Staff member, school accountability committee member and community member interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson plans/units of study</li> <li>• Curriculum documents</li> <li>• Schedules of events</li> <li>• Equipment inventory</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations.	Staff members participate in the development of resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed, and modified as needed.	Resource management policies/procedures are in place, but they are either not fully implemented or are not reviewed and modified as needed.	There are no resource management policies or procedures in place.
The school has expanded the budget process to establish budget projections for anticipated needs. The process is consistently collaborative.	Staff members collaborate to develop a budget that allocates fiscal resources according to the identified needs of the school.	A budget is developed, but the allocation of fiscal resources does not necessarily reflect the identified needs of the school. OR The budget is developed primarily by school leadership.	A budget exists, but allocation procedures are not in place.
The school accountability committee effectively uses ad hoc committees to address rapidly emerging resource issues.	Standing committees (e.g. textbook, technology, budget) to address the allocation of resources are established and are fully functional.	Some standing committees exist to address the allocation of resources, but they may not be fully functional.	There are no standing committees to address the allocation of resources.
The school systematically establishes partnerships with external entities to address specific, identified needs of the school.	The school augments its resources by taking advantage of external opportunities (e.g. local artists to teach students specialized skills, community or university library, surplus materials from local industries, grants).	The school occasionally takes advantage of external resources.	The school does not take advantage of external resources.

<p>The school allocates resources to reduce all barriers to learning and ensures these are used effectively.</p>	<p><b>The school allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.</b></p>	<p>The school allocates some financial resources for reducing barriers to learning, but the resources are either not used effectively or are not adequate to meet identified needs.</p>	<p>The school does not allocate sufficient financial resources to reduce barriers to learning.</p>
<p>Community and business partners collaborate with the school to provide active learning opportunities (e.g. in-school banks, book stores) for students.</p>	<p><b>A variety of instructional resources and materials that promote active learning are integrated into the curriculum. Staff members have had appropriate (ongoing, research-based) implementation training.</b></p>	<p>Instructional materials and resources that promote active learning are available. However, staff members have not received adequate or appropriate training, or the materials and resources are not used.</p>	<p>Instructional materials and resources that promote active learning are limited or not available.</p>

**8.1b - The master class schedule reflects that all students have access to the entire curriculum.**

Examples of Supporting Evidence:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Individual student schedules</li> <li>• Perception surveys</li> <li>• Student course requests</li> <li>• Individual education plans</li> <li>• Individual graduation plans</li> </ul> | <ul style="list-style-type: none"> <li>• School accountability committee policies and meeting agenda/minutes</li> <li>• Staff member, student and parent/family member interviews</li> <li>• Colorado's Model Content Standards and Assessment Frameworks</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	<b>Consideration of equitable access is made for all students regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</b>	Most students have equitable access to classes, but consideration is not consistently given to students of varied cultural background, physical abilities, socio-economic status and intellectual abilities.	Equitable access is not a consideration in assigning students to classes.
The school provides opportunities for students to access content beyond the regular schedule of the school. The school has developed external partnerships (e.g. with colleges and universities to offer courses for credit/dual credit).	<b>Sufficient course offerings are provided for all students to address Colorado's Model Content Standards.</b>	Course offerings are sufficient in some areas for students to address Colorado's Model Content Standards.	Course offerings are insufficient to ensure that students can address Colorado's Model Content Standards.
Creative scheduling and technological resources are combined to provide specialized, "single" courses to ensure that students have access to the entire curriculum.	<b>Specialized, "single" courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to the entire curriculum.</b>	Specialized, "single" courses are sometimes concurrently scheduled, or are in conflict with required courses.	Specialized, "single" courses are not offered.

**8.1c - Instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.**

Examples of Supporting Evidence:

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|---|---|
| <ul style="list-style-type: none"> <li>• School accountability committee staffing policy</li> <li>• Local Educator Assignment Data forms</li> <li>• Master schedule</li> <li>• Staff member, school accountability committee member and student interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher certification documentation</li> <li>• Building map/classroom assignments</li> <li>• Instructional assistants schedule</li> <li>• Lesson plans/units of study</li> <li>• Committee meeting agenda/minutes</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Changes in staffing assignments are made and monitored based on analysis of student performance data and emerging student needs.	<b>Staff assignments are routinely made and modified based on analysis of changing student performance data.</b>	Staff assignments are usually based on analysis of student performance data, but staffing decisions are occasionally based on other criteria.	Most staff assignments do not address student learning needs.
Assignments, schedules, and facilities support resource sharing, mentoring, and collaboration among teachers and students.	<b>Classroom schedules and assignments maximize opportunities for resource sharing, mentoring, and collaboration among teachers and students of similar grade levels or subject areas.</b>	Classroom schedules and assignments may allow limited resource sharing, mentoring, and collaboration among teachers and students.	Classroom schedules and assignments are not conducive to resource sharing, mentoring, or collaboration among teachers or students.
Instructional assistants are assigned and reassigned to optimize program implementation and to meet the learning needs of students.	<b>Instructional assistants are assigned to effectively implement programs and meet the learning needs of students.</b>	Instructional assistants are provided in some areas, but the numbers are not sufficient to meet identified needs.	Instructional assistants are not available or are not assigned to meet specific learning needs of students.
The school can staff full time support specialists to meet student needs.	<b>Support staff and specialists (e.g. psychologist, nurse, social worker, physical therapist) are available to meet students’ needs.</b>	School resources can support staffing of some specialists to may have limited availability at the school.	Very limited resources are available to support staffing of specialists (e.g. psychologist, nurse, social worker, physical therapist) to meet students’ needs.



**8.1d - The staff makes efficient use of instructional time to maximize student learning.**

Examples of Supporting Evidence:

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|--|--|
| <ul style="list-style-type: none"> <li>• School accountability committee policies and meeting agenda/minutes</li> <li>• Committee meeting agenda/minutes</li> <li>• Master schedule</li> <li>• Teacher schedules</li> <li>• Staff member and student interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Walkthrough observations</li> <li>• Schedule of special events</li> <li>• Field trip records</li> <li>• Lesson plans/units of study</li> <li>• Curriculum maps</li> <li>• Professional library/resources</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The school provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices.</p>	<p><b>Classroom management and organization of most teachers are structured to ensure that instructional use of class time is maximized.</b></p>	<p>The classroom management and organization of some teachers ensure that instructional use of class time is maximized.</p>	<p>The classroom management and organization of many teachers are not structured to ensure that instructional use of class time is maximized.</p>
<p>School leadership promotes and supports processes that enable instructional staff to adjust schedules to meet instructional and/or learning needs.</p>	<p><b>The instructional staff adjusts the schedule (e.g. vary class length, allow additional time for project development), as appropriate, based on instructional and/or learning needs.</b></p>	<p>Instructional staff members occasionally adjust the schedule (e.g. vary class length, allow additional time for project development) to address instructional and/or learning needs.</p>	<p>Instructional staff members seldom adjust the schedule (e.g. vary class length, allow additional time for project development) to address instructional and/or learning needs.</p>
<p>Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.</p>	<p><b>Programs that occur during instructional time (e.g. assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.</b></p>	<p>Programs that occur during instructional time usually relate to general learning goals.</p>	<p>Programs that occur during instructional time seldom relate to the learning goals of students.</p>

**8.1e - Procedures promote vertical and horizontal team planning that is focused on the goals, objectives and strategies in the improvement plan.**

Examples of Supporting Evidence:

- Master schedule
- Staff member interviews
- School improvement plan
- Lesson plans/units of study

- School/district shared online folders/web pages
- Professional library/resources
- Meeting agenda/minutes/observations

**RATING OF PERFORMANCE**

4 Exemplary level of development and implementation	3 Fully functioning, operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> Staff members collaborate to develop and implement a schedule that provides regular common team planning time for content areas and grade levels.</p>	<p><b>Staff members collaborate to develop and implement a schedule that provides regular common team planning time, either by content area or grade level.</b></p>	<p>Staff members may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not consistently implemented as developed.</p>	<p>Staff members do not collaborate to develop a schedule that provides common team planning time. OR Common planning time is not developed in the master schedule.</p>
<p>Staff members use common team planning time to collaborate by content area and grade level to focus classroom instruction and other professional activities on the goals and objectives of the school improvement plan.</p>	<p><b>Staff members use common team planning time to collaborate to focus classroom instruction on the goals of the school improvement plan.</b></p>	<p>Staff members use common team planning time to collaborate, but their efforts are not focused on the goals and objectives of the school improvement plan.</p>	<p>Staff members seldom or never use common team planning time to collaborate on goals and objectives of the improvement plan.</p>
<p>Staff members collaborate with the staff members of other schools to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions.</p>	<p><b>Staff members post lesson plans in a shared online environment or other accessible venue as part of horizontal and vertical team planning.</b></p>	<p>Some staff members share lesson plans as part of horizontal and vertical team planning.</p>	<p>Staff members seldom share lesson plans as part of horizontal and vertical team planning.</p>
<p>Staff members participate in district-wide teams to evaluate the effectiveness of collaborative planning on student performance. and make adjustments as necessary to achieve the goals and objectives of the school improvement plan.</p>	<p><b>Staff members evaluate the impact of the team planning on student performance and make adjustments as necessary.</b></p>	<p>Staff members informally discuss the impact of team planning on student performance, but adjustments are not always made.</p>	<p>Staff members do not consider the impact of team planning on student performance.</p>

<p>Sufficient resources are used to promote and support teacher collaboration and team planning to meet the individual learning needs of students.</p>	<p><b>Resources (e.g. time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.</b></p>	<p>Resources are not always used to support teacher collaboration and team planning to meet student learning needs.</p>	<p>Resources are not used to support teacher collaboration and team planning.</p>
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8.1f - The schedule is designed to ensure that all teaching staff can provide quality instructional time.

Examples of Supporting Evidence:

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|--|--|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• After School services programs and procedures</li> <li>• Documentation of peer tutors, cooperative learning groups</li> <li>• Examples of student learning inventories</li> <li>• Master schedule</li> </ul> | <ul style="list-style-type: none"> <li>• Walkthrough observations</li> <li>• Mission and belief statements</li> <li>• Staff member and student interviews</li> <li>• School accountability committee policy</li> </ul> |
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**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> The school's schedule is designed to provide additional time for supplemental instruction as needed to accomplish the goals of the school.</p>	<p><b>The school's schedule (e.g. flex time, organization based on developmental needs of students, interdisciplinary units, etc.) is designed so that maximum time is available for quality instruction.</b></p>	<p>The schedule reflects some consideration for the need to maximize instructional time.</p>	<p>The schedule is not designed to maximize instructional time.</p>
<p>Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students.</p>	<p><b>The developmental needs and learning styles of students are given priority in arranging student schedules.</b></p>	<p>The developmental needs and learning styles of students may be considered in arranging student schedules, but are not priorities.</p>	<p>The developmental needs and learning styles of students are not considered in arranging student schedules.</p>
<p>The school provides a variety of learning opportunities beyond the regular school day and school year (e.g. Saturday School, after school tutoring, academic programs, summer school) to a range of purposes (e.g. credit recovery, remediation, challenge).</p>	<p><b>The school provides opportunities for students to receive instruction beyond the regular school day and school year.</b></p>	<p>The school provides limited opportunities for students to receive instruction beyond the regular school day or year.</p>	<p>The school does not provided opportunities for extended instruction beyond the regular school day or year.</p>

**RESOURCE ALLOCATION AND INTEGRATION**

**8.2a - The school has a clearly defined process to provide equitable and consistent use of fiscal resources.**

Examples of Supporting Evidence:

- School budgets
- Budgetary procedural manuals
- School accountability committee meeting agenda and minutes
- School accountability committee budget committee meeting agenda and minutes

- School financial reports
- District and school staff member, parent/family member, other school accountability committee member and student interviews

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: The school follows budget procedures that require oversight by stakeholder groups.	<b>School leadership implements budgetary procedures to allocate funds to meet the identified needs of students.</b>	School leadership does not fully implement existing budgetary procedures to allocate funds to meet the identified needs of students.	The school leadership does not have clearly defined budget procedures.
School leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations.	<b>School leadership supports staff members in obtaining resources from external sources (e.g. grants, supplemental materials) to augment school allocations.</b>	School leadership sometimes supports staff members in obtaining resources from external sources to augment school allocations.	School leadership does not support staff members in their efforts to obtain resources from external sources.
The school's financial records are publicly posted, and school accountability committee members are provided access to basic finance and budget information.	<b>The school's financial records are published in an understandable form that is reviewed by school staff members and school accountability committee members.</b>	The school's financial records are difficult to obtain. OR The school's financial records are not in a form that is fully understandable by school staff members and accountability committee members.	The school's financial records are not readily available.
Resource allocations to teachers are based on a variety of criteria (e.g. content area needs, special student needs).	<b>Teachers have equitable access to fiscal resources to meet the identified needs of their students and are invited to participate in fiscal decision-making.</b>	Teachers may have access to fiscal resources, but those resources do not equitably meet identified needs of students.	Teachers do not have equal or equitable access to fiscal resources.

**8.2b – Resource allocations are based on analysis of appropriate data and are aligned with school improvement priorities.**

Examples of Supporting Evidence:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• School budgets</li> <li>• Vision and mission statements</li> <li>• School accountability committee budget policy</li> <li>• School procedures manual</li> </ul> | <ul style="list-style-type: none"> <li>• School financial reports</li> <li>• School accountability committee meeting agenda and minutes</li> <li>• Needs assessments data</li> <li>• District and school staff member, other school accountability committee member and other stakeholder interviews</li> </ul> |
|---|---|

**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: School leadership implements multiple, comprehensive, research-informed needs assessments for budget planning purposes.	School leadership conducts a needs assessment for budget planning purposes with staff and accountability committee.	School leadership conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people.	School leadership does not conduct a needs assessment for budget planning purposes.
All discretionary funds support the vision and mission of the school and relate to student needs identified from appropriate data.	Discretionary funds support student needs identified from appropriate data.	Discretionary funds support some identified student needs.	Discretionary funds do not closely support identified student needs.
Academic goals of the school are fully supported by school resources.	Resources are sufficient to support the academic goals of the school.	Resources are is not always sufficient to support the academic goals of the school.	Resources are insufficient to support the academic goals of the school.
The procedures followed for expending discretionary funds are informed by organizational efficiency research.	Established procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.	Procedures may be in place for expenditures of discretionary funds, but the procedures are not always followed.	Expenditures of discretionary funds do not follow routine procedures.

<p>Funds are integrated and expended in accordance with the school and district improvement plans and requirements of grants.</p>	<p><b>Funds are expended in accordance with the school improvement plan and requirements of grants.</b></p>	<p>Funds are not always expended in accordance with the school improvement plan and requirements of grants.</p>	<p>Funds are not expended in accordance with the school improvement plan and requirements of grants.</p>
<p>School leadership engages representatives of stakeholder groups in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school's students.</p>	<p><b>Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.</b></p>	<p>Expenditures are not regularly monitored or adjusted to meet changing student needs.</p>	<p>Expenditures are not monitored or adjusted to meet changing student needs.</p>

8.2c - State and federal program resources are allocated and integrated to address student needs identified by the school and/or district.

Examples of Supporting Evidence:

- School improvement plan
- School budgets
- Categorical program financial reports
- School accountability committee meeting agenda and minutes
- District and school staff member interviews

**RATING OF PERFORMANCE**

<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs.	<b>All categorical funds are allocated to support identified student needs.</b>	Categorical funds do not always support identified student needs.	Categorical funds are not used to support identified student needs or student needs have not been clearly identified.
The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.	<b>Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented to meet specific student needs.</b>	The expenditure of categorical funds is tied to student needs, but may not be monitored or revised based on the evaluation of specific student needs.	The expenditure of categorical funds is not always related to specific student needs or is not monitored.
School leadership engages representatives of stakeholder groups in long-term financial planning to ensure that expenditures from multiple sources are leveraged to maximize student achievement.	<b>Revenues from multiple sources are consistently integrated to maximize student achievement.</b>	Revenues from various sources are not always integrated to maximize student achievement.	Revenues from various sources are not integrated, where it would be possible, to maximize impact on student achievement.



**ORGANIZATIONAL EFFECTIVENESS STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING**

**Standard 9: The school develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.**

<p><b>9.1a - A collaborative process is used to develop and communicate the school's vision, mission, and goals and guide decision-making for improvement.</b></p>			
<p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> <li>Executive summary of the school improvement plan</li> <li>Mission and belief statements</li> <li>School accountability committee subcommittee meeting agenda and minutes</li> </ul>		<ul style="list-style-type: none"> <li>School Leadership Team meeting agenda and minutes</li> <li>Staff member, community member, parent/family member and School Leadership Team member interviews</li> </ul>	
RATING OF PERFORMANCE			
4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of "3" on this indicator plus some of the following exemplars:</b> During the development of the school's vision, mission, and goals, representatives of stakeholder groups confer with and obtain input constituents.</p>	<p><b>Representatives of stakeholder groups reflecting the diversity of the school collaborate to draft and finalize the school's vision, mission, and goal statements.</b></p>	<p>A collaborative process is established that involves teachers and administrators in defining the school's vision, mission, and goals, but it provides a limited role for other stakeholders (e.g. students, parents, community members).</p>	<p>No effort is made to establish a collaborative process to define the school's vision, mission, and goals. OR Efforts to establish a collaborative process to define the school's vision, mission, and goals are generally unsuccessful.</p>
<p>Drafts of the vision, mission, and goals are presented by teams composed of representatives of stakeholder groups at open meetings, and public comment is sought and considered prior to final adoption.</p>	<p><b>Drafts of the vision, mission, and goals are presented at open meetings, and public comment is encouraged and considered prior to final adoption.</b></p>	<p>Drafts of the vision, mission, and goals are presented at open meetings, but opportunity for public comment is not always provided.</p>	<p>Drafts of the vision, mission, and goals are not presented to the general public.</p>
<p>The mission and belief statements of the school are the decision-making filter and compass for staff members, students, and family members in the work of the school.</p>	<p><b>All staff members are knowledgeable of and make decision guided by the school's mission and vision.</b></p>	<p>Staff members are aware of the school's mission and vision, but these statements do not always guide decision-making.</p>	<p>Decision-making is not guided by the school's mission and vision.</p>
<p>School administration establishes clear and inclusive procedures for developing and refining school improvement goals.</p>	<p><b>A collaborative process is used to create the goals for school improvement.</b></p>	<p>School goals are determined by school administration and are shared with a group of staff members before being finalized.</p>	<p>School goals are determined by school administration.</p>

**9.1b - The school planning process involves collecting, managing, and analyzing data.**

Examples of Supporting Evidence:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Implementation and impact checks</li> <li>• School accountability committee subcommittee meeting agenda and minutes</li> <li>• School Leadership Team meeting agenda and minutes</li> <li>• School and district staff member, community member, parent/family member and School Leadership Team member interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Student work</li> <li>• School profile</li> <li>• School report card</li> <li>• Data analysis summaries/reports</li> <li>• Software Technology, Incorporated reports</li> <li>• Needs assessment data</li> <li>• District Performance Report</li> <li>• Data reports</li> </ul> |
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**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: The systematic data analysis process includes the identification of trends, projections, and correlations of data, as well as the identification of emerging issues to inform school improvement planning.	<b>There is a systematic process for collecting, managing, and analyzing data that enables school leadership to determine areas of strength and limitation.</b>	There is a process for collecting, managing, and analyzing data that enables school leadership to determine areas of strength and limitation.	The process for collecting, managing, and analyzing data is inefficient or nonexistent.
The school is connected to a district-wide, up-to-date data management system that is also accessible throughout the school.	<b>A data management system is in place that allows ready access to the school's longitudinal profile data for revision and analysis over time.</b>	A data management system is in place, but access to the school's data is difficult and hinders analysis of data over time.	There is no data management system in place.
All significant school data are disaggregated, disseminated, and collaboratively analyzed by groups and individuals.	<b>School data are disaggregated and analyzed by subgroups, classes, and/or individuals.</b>	Some school data are disaggregated by groups and/or by individuals. Some data analysis focuses on group information.	Few data are disaggregated in ways that allow analysis by groups or individuals.
All significant school data are organized to promote analysis from a systems or school-wide perspective.	<b>School data are organized to allow a systems or school-wide view of school performance.</b>	Some school data are organized to support analysis of school-wide performance.	School data are not organized to support analysis from a systems or school-wide perspective.

<p>The analysis of data is validated against educational research to inform school improvement planning.</p>	<p><b>The data collected in each area of the profile are analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools</b></p>	<p>The data collected for the profile are not always analyzed using a systems approach.</p>	<p>The data collected for the profile are not analyzed using a systems approach.</p>
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**9.1c - The school analyzes and uses a variety of data to set goals for school improvement.**

Examples of Supporting Evidence:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Written and graphical data analyses</li> <li>• School Leadership Team meeting agenda and minutes</li> <li>• Staff member, community member, parent/family member and School Leadership Team member interviews</li> </ul> | <ul style="list-style-type: none"> <li>• District Performance Report</li> <li>• Other student achievement data</li> <li>• Needs assessment data</li> <li>• School profile</li> <li>• Perception survey results</li> </ul> |
|--|---|

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Student achievement data are used to anticipate and proactively address future needs. The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions.	<b>Student achievement data are used to identify and prioritize areas of need for the school improvement plan in a consistent and deliberate manner.</b>	Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner.	Student achievement data are not used to identify and prioritize areas of need for the school improvement plan.
School leadership regularly analyzes student performance data and identifies goals for individual and group learning needs.	<b>School leadership analyzes student performance data to identify students with unmet learning needs and to identify achievement gaps within the student population as a whole.</b>	School leadership analyzes student performance data, but either the analysis is not always used to identify students that have learning needs or is inadequate to help the school identify gaps.	Data are not considered in identifying student learning needs.
School leadership ensures that all four types of data (student learning, demographic, perception, and school processes) are collected and used to verify the strength and limitations of the school and to validate school improvement goals.	<b>The analysis of profile data (demographic, perception and school processes) guides the school improvement planning process and is reflected in the goals of the plan.</b>	There is some analysis of profile data (demographic, perception and school processes) to guide school improvement, but the implications of the analysis are not fully explored. OR The analysis of profile data is only partially reflected in the goals of the school improvement plan.	Analysis of profile data (demographic, perception and school processes) is not used for school improvement planning and/or is not reflected in the goals of the plan.
Data are triangulated from multiple sources to corroborate the perceived strengths and limitations of the school identified through survey data.	<b>Survey data are analyzed to verify perceived school strengths and limitations and the results of the analysis are used to inform school improvement planning.</b>	Survey data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations of the school. OR The results of a review of survey data are not used to inform	Survey data are not analyzed to verify the perceived strengths and limitations of the school.

		school improvement planning.	
School leadership conducts follow-up surveys of stakeholder perceptions to broaden / deepen and verify original results.	<b>School leadership analyzes the results of stakeholder perception surveys. Results are used as a data source for planning.</b>	School leadership surveys stakeholder perception on the strengths and limitations of the school, but the survey results are not thoroughly analyzed. OR The results of stakeholder perception surveys are not consistently used as a data source for planning.	School leadership does not survey stakeholder perceptions on the strengths and limitations of the school.

**9.1d – School improvement plans reflect current research and established performance expectations for student learning.**

Examples of Supporting Evidence:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Standards-based curriculum documents</li> <li>• School Leadership Team meeting agenda and minutes</li> <li>• Staff member, community member, parent/family member and School Leadership Team member interviews</li> </ul> | <ul style="list-style-type: none"> <li>• School accountability committee subcommittee meeting agenda and minutes</li> <li>• Professional library/resources</li> <li>• Research findings</li> <li>• Scholastic audit/review reports</li> </ul> |
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**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Staff members implement current educational research to design appropriate instructional strategies to meet goals specified in the school improvement plan.	<b>Current and relevant educational research that has implications for student learning is incorporated into the school improvement plan.</b>	Educational research is considered, but not fully incorporated in the school improvement plan.	Educational research is not incorporated in the school improvement plan.
District and state standards and performance expectations are incorporated in the development of school-wide goals for student learning into the school improvement plan.	<b>District and state standards and performance expectations are considered and help determine the goals and objectives of the improvement plan.</b>	District and state standards or performance expectations are considered and help to determine some goals of the school improvement plan.	District and state standards and performance expectations are not considered when school improvement goals are determined.

9.1e - School goals for student learning are clearly defined.

Examples of Supporting Evidence:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Student performance level descriptions</li> <li>• School Leadership Team meeting agenda and minutes</li> </ul> | <ul style="list-style-type: none"> <li>• Staff member, school accountability committee member, community member, parent/family member and School Leadership Team member interviews</li> <li>• School accountability committee /subcommittee meeting agenda and minutes</li> </ul> |
|--|---|

**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of “3” on this indicator plus some of the following exemplars: Progress toward student learning is monitored and goals are regularly reviewed and modified as necessary.	Goals for student learning are clear, concise, defined in measurable terms, and accompanied by benchmarks.	Goals for student learning are clearly stated, but may not be defined in measurable terms or accompanied by benchmarks.	Goals for student learning are not clearly stated or well defined.
Goals for student learning include current achievement priorities as anticipate the needs of the school’s population as life-long learners.	Goals for student learning are meaningful, challenging, aligned with the school’s vision, and address achievement gaps.	Goals for student learning are not closely aligned with the school vision. OR Goals for student learning do not address achievement gaps.	Goals for student learning are neither meaningful nor sufficiently challenging to close achievement gaps.
School leadership identifies priority learning goals for the school improvement plan and also sustains the staff’s focus and commitment to achieving school success.	School leadership identifies a manageable number of student learning goals as priorities for the school improvement plan. Staff members share a sense of responsibility for achieving the goals of the plan.	School leadership identifies student learning goals as priorities for the school improvement plan, but the number of goals is not manageable. OR Not all staff members share a sense of responsibility for achieving the goals of the plan.	School leadership does not identify student learning goals as priorities for the school improvement plan.
School leadership establishes self-monitoring mechanisms and collects data to ensure that efforts are serving the school improvement effort as a whole.	Data are collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.	Data are collected to verify strengths, but the data are not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.	Data are not collected to verify the strengths and limitations of the school in improving student learning.

<p>School improvement goals are visionary, validated against educational research, and balanced between the school's instructional and organizational activities.</p>	<p><b>School improvement goals are stated in clear, concise, and measurable terms and are focused on increasing the school's capacity for instructional and organizational effectiveness.</b></p>	<p>School improvement goals are generally stated in clear and concise terms, but are not all measurable. OR School improvement goals are not focused on increasing the school's capacity for instructional and organizational effectiveness.</p>	<p>School improvement goals are not stated in clear, concise, and/or measurable terms.</p>
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9.1f – Methods for achieving school goals are identified in clear, specific action steps.

Examples of Supporting Evidence:

- Action components of the school improvement plan
  - School Leadership Team meeting agenda and minutes
  - Staff member, School Leadership Team member and school accountability committee member interviews
- School accountability committee meeting agenda and minutes

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b> The action steps in the school improvement plan are aligned with the mission and beliefs of the school and the district.</p>	<p><b>The action steps in the school improvement plan are aligned with the school’s mission and beliefs.</b></p>	<p>Some action steps in the school improvement plan are aligned with the school’s mission and beliefs.</p>	<p>The school’s mission and beliefs were not considered or did not guide the development of the action steps of the school improvement plan.</p>
<p>Action steps in the school improvement plan reflect the school’s mission and beliefs, anticipate the needs of the school’s population as life-long learners, and enhance the instructional and organizational effectiveness of the school.</p>	<p><b>Action steps in the school improvement plan support the desired results for student learning and instructional and organizational effectiveness.</b></p>	<p>Some action steps in the school improvement plan support the desired learning results and instructional and organizational effectiveness.</p>	<p>Action steps in the school improvement plan do not closely support the desired results for student learning or instructional and organizational effectiveness.</p>
<p>The action steps of the school improvement plan are explicitly focused on equity of academic opportunity and access for all individual students as well as subpopulations.</p>	<p><b>The action steps of the school improvement plan include an explicit focus on closing achievement gaps among subpopulations.</b></p>	<p>The action steps of the school improvement plan may have an impact on closing achievement gaps among subpopulations, but the focus is not explicit.</p>	<p>The action steps of the school improvement plan do not include a focus on closing achievement gaps.</p>
<p>The goals, objectives, and action steps of the school improvement plan are designed to seamlessly integrate into the practice of the school.</p>	<p><b>Goals, objectives, and action steps of the school improvement plan are aligned.</b></p>	<p>Not all of the goals, objectives, and action steps of the school improvement plan are aligned.</p>	<p>The goals, objectives, and action steps of the school improvement plan are not aligned.</p>

Action steps in the school improvement plan are validated against best practices of similar and high-performing schools.	<b>Action steps in the school improvement plan are grounded in research and are sufficient to achieve the objectives.</b>	Action steps in the school improvement plan may be grounded in research, but may not be sufficient to achieve the objectives.	Action steps in the school improvement plan have no demonstrable basis in research and are probably not sufficient to achieve the objectives.
Timelines address tactics for immediate impact on student performance as well as long-term strategies.	<b>The timelines established for the action steps in the school improvement plan are realistic and designed to have maximum impact on student performance.</b>	The timelines established for the action steps in the school improvement plan are not always realistic or are not always designed to impact student performance.	The timelines for the action plan in the school improvement plan have not been established or are unrealistic.
Abundant resources are available for all activities in the school improvement plan, constructing a bridge of support between goal setting and implementation of the plan.	<b>Adequate resources are identified for all activities in the school improvement plan. All funding sources are integrated in the budget to support the plan.</b>	Limited resources are provided for the activities in the school improvement plan, and/or funding sources are not always integrated.	Resources are not identified for the activities in the school improvement plan.
The school improvement plan identifies those persons responsible for implementation of the action steps, and this responsibility is shared among staff members and other stakeholder groups.	<b>The school improvement plan identifies those persons responsible for implementation of the action steps, and this responsibility is shared among staff members.</b>	The school improvement plan identifies the role group responsible for implementation of the action steps, but the responsibility is not shared among staff members.	The school improvement plan does not identify those responsible for implementation of the action steps.

9.1g - The means for evaluating the effectiveness of the improvement plan are established.

Examples of Supporting Evidence:

- School improvement plan
- Implementation checks
- School Leadership Team meeting agenda and minutes
- School accountability committee meeting agenda and minutes
- Staff member, school accountability committee member and School Leadership Team member interviews

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: Methods for measuring progress on school goals are established and put on a timeline. School leadership schedules review of the benchmarks and reviews the quality of the collected supporting data that measure progress.	<b>Benchmarks for progress are established for specific time intervals (e.g. "in two months we will complete...").</b> <b>AND</b> <b>Methods for measuring progress are identified.</b>	Some benchmarks for achievement are identified. AND/OR Some methods for measuring progress on school goals are identified.	School goals are set but methods of measuring progress and timelines linked to specific outcomes are not established.
School leadership provides appropriate and insistent support to ensure effective implementation of the activities of the school improvement plan.	<b>School leadership systematically conducts implementation checks to monitor the effectiveness of the activities of the school improvement plan over time.</b>	School leadership conducts implementation checks to monitor the effectiveness of the activities of the school improvement plan, but the process is not systematic.	School leadership does not or seldom monitors implementation of activities in the improvement plan.
School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the school improvement plan.	<b>School leadership analyzes the data collected through implementation checks and makes appropriate modifications to the school improvement plan.</b>	School leadership reviews the data collected through implementation checks, but does not always make appropriate modifications to the school improvement plan.	School leadership does not review the data collected through implementation checks.

9.1h - The school improvement plan is implemented as developed.

Examples of Supporting Evidence:

- School improvement plan
- Staff member, School Leadership Team member and other stakeholder interviews
- School accountability committee meeting agenda and minutes
- School Leadership Team meeting agenda and minutes
- Staff meeting minutes

RATING OF PERFORMANCE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
Meets criteria for a rating of "3" on this indicator plus some of the following exemplars: School leadership models and expects collaborative approach to the implementation of the school improvement plan.	<b>School leadership provides ongoing direction, support, and resources for effective implementation of the school improvement plan.</b>	School leadership provides limited direction and support for the implementation of the school improvement plan.	School leadership provides little or no direction or support for the implementation of the school improvement plan.
Staff and stakeholders know the goals of the school improvement plan and are involved in implementing the plan as developed.	<b>Staff members know the goals of the school improvement plan and implement the plan as developed.</b>	Most staff members are aware of the school improvement plan, but not all are involved in implementation of the plan as developed.	Most staff members do not have sufficient awareness of the school improvement plan to be involved in its implementation.
Professional development plans are collaboratively developed to support school goals that address increasing the school's capacity for instructional and organizational effectiveness.	<b>Professional development plans are developed to directly support implementation of school improvement goals that increase the school's capacity for instructional and organizational effectiveness.</b>	Some school improvement goals are supported by professional development.	School goals are not supported by professional development.

**9.1i - The school evaluates the degree to which it achieves the goals and objectives for student learning set by the school improvement plan.**

Examples of Supporting Evidence:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Implementation and impact checks and summaries of data collected</li> <li>• Staff member, school accountability committee member and School Leadership Team member interviews</li> </ul> | <ul style="list-style-type: none"> <li>• School accountability committee /subcommittee meeting agenda and minutes</li> <li>• School Leadership Team meeting agenda and minutes</li> <li>• District Performance Report</li> </ul> |
|--|--|

**RATING OF PERFORMANCE**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b>                      The school improvement plan includes benchmarks for school improvement activities. Routine reviews of the plan with timelines, action steps and persons responsible, allow staff to measure progress toward stated goals and use this information to modify actions or strategies as needed.</p>	<p><b>The school improvement plan is routinely reviewed by school staff to monitor progress toward achieving stated goals and provide ongoing direction for continuing improvement</b></p>	<p>The school improvement plan may be reviewed occasionally, but the review is not viewed as timely feedback on progress toward goals.                      OR                      The review is not used to confirm or redirect efforts to meet the desired goals.</p>	<p>The school improvement plan is not routinely reviewed.</p>
<p>School leadership validates the analysis of data against educational research and routinely compares levels of student performance to those in similar and high-performing schools.</p>	<p><b>School leadership collects and analyzes data in the areas targeted by the school improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.</b></p>	<p>School leadership sometimes collects and analyzes data in the areas targeted by the school improvement plan and sometimes compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.</p>	<p>School leadership does not analyze data in the areas targeted by the school improvement plan for the purpose of evaluating the degree to which the goals of the plan are achieved.</p>
<p>School leadership collects a variety of data to evaluate school achievement. Criteria for success are specific and aligned with both accountability requirements and the practices of high-performing schools.</p>	<p><b>School leadership identifies criteria for success on school goals and evaluates school achievements against those criteria using collected data.</b></p>	<p>School leadership collects data on achievement of school goals but does not evaluate them against specific criteria.</p>	<p>School leadership does not collect data to evaluate school progress and/or there are no specified criteria for success.</p>

9.1j – The school sustains a commitment to continuous improvement.

Examples of Supporting Evidence:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Staff member, School Leadership Team member, parent/family member, and community member interviews</li> <li>• School accountability committee meeting agenda and minutes</li> <li>• School Leadership Team agenda and minutes</li> </ul> | <ul style="list-style-type: none"> <li>• Samples of communications to staff and stakeholders</li> <li>• Media releases</li> <li>• Identified new objectives for improvement</li> <li>• Needs assessment data</li> </ul> |
|--|---|

**RATING OF PERFORMANCE**

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development and impl
<p><b>Meets criteria for a rating of “3” on this indicator plus some of the following exemplars:</b>                      School leadership routinely provides updates on school progress, celebrates accomplishments, and maintains the visibility of the school goals as an impetus for school improvement.</p>	<p><b>School leadership regularly provides school improvement updates and reports. Accomplishments are formally recognized and celebrated.</b></p>	<p>School leadership sometimes provides school improvement reports or updates. Accomplishments may be noted on an informal basis.</p>	<p>School leadership does not provide school improvement reports or updates.                      OR                      School leadership makes little or no effort to sustain the school's commitment to continuous improvement.</p>
<p>School leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated learning needs of the school's students.</p>	<p><b>New or emerging objectives for improving student performance are identified, and activities are selected and implemented to address these objectives.</b></p>	<p>New or emerging areas for needed improvement may be identified but objectives are not always specified.</p>	<p>New or emerging areas for improving student performance are not identified.</p>

## Glossary of Terms and Acronyms

**Achievement gaps** – A persistent, pervasive, and significant disparity in educational achievement and attainment among groups of students as determined by a standardized measure.

**Action research** – Research by a teacher about his/her own practice in the classroom. This is teacher-initiated and is school-based research.

**Action steps** – Activities that are reflected in the School Improvement Plan to address the goals and objectives of the action component.

**Active learning** – As the name suggests, active learning is a process in which learners are actively engaged in the learning process, rather than “passively” absorbing lectures or lessons. Active learning involves reading, writing, discussion, and engagement in problem solving, analysis, synthesis, and evaluation. Active learning often involves team-based learning (cooperative learning).

**Ad hoc groups** – Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

**Anecdotal record** – A written record kept in a positive tone of a child’s progress based on milestones particular to that child’s social, emotional, physical, aesthetic, and cognitive development. Recording happens throughout the day while actual learning occurs. Recordings are made when appropriate and are not forced. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded about what a child can do and his/her achievements as opposed to what he/she cannot do.

**Articulation [of curriculum]** – The identification of what students should know and be able to do within grade levels (“horizontal articulation”) and across grade levels (“vertical articulation”). In a well-articulated curriculum, there are no gaps or unnecessary overlaps in the learning targets.

**Articulation** – The identification, analysis, and/or communication of curricular learning targets within and across grade levels and/or content areas.

**Articulation, horizontal** – Indicates that the curriculum is carefully planned within grade levels. In effect, this would mean that every primary grade throughout the school/district will teach the same curriculum, as well as every 6th grade social studies class, every 10<sup>th</sup> grade health class, every 12<sup>th</sup> grade physics class, and so on.

**Articulation, vertical** – Indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as “K-12 Curriculum.”

**Assessment** – Is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. [Angelo]

**Assessment, common** – An assessment given at about the same time following a similar course or unit of instruction by different teachers. The typical purpose of giving assessments commonly is to collaboratively compare and analyze results, reflect on effectiveness of instructional strategies, and determine next steps for instruction.

**Assessment, diagnostic** – The purpose of diagnostic assessment is to ascertain, prior to instruction, each student’s strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet each pupil’s unique needs. [Swearingen]

**Assessment, formative** – Involves the gathering of information about student-learning outcomes during the progression of a course or program to improve student learning (e.g. teacher observations, analysis of student work, feedback on assignments, group discussions, portfolios, oral presentations, peer assessment, student journals).

**Assessment, summative** – Involves the gathering of information about student learning (usually a test) at the conclusion of a course or program to improve student learning and/or to meet accountability demands (e.g. standardized senior exit exams, locally developed senior exit exams, juried review of essays, senior exit interviews, performance on state and national exams).

**Assessment of learning** - See **Assessment, summative**

**Assessment for learning** – The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.' [Assessment Reform Group, 2002]. Assessment for learning acknowledges that assessment should occur as a regular part of teaching and learning, and that information gained from assessment activities can be used to shape the teaching and learning process. Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Assessment for learning is closely identified with formative assessment.

**Authentic assessment** –A broad evaluation procedure that includes a student's performance or demonstration of complex cognitive behaviors. Assessment occurs in the context of normal classroom involvement and reflects the actual learning experience (i.e. portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances, which are assessed, are like products and performances that occur in the "real world".

**Barriers to learning** – Barriers to learning may include a plethora of conditions that affect student learning. Some of the most commonly referenced barriers are cultural background, physical abilities, socio-economic status and intellectual abilities.

**Basal textbook** – A book that offers a basis for instruction for a course or grade level that is organized to provide appropriate progression of information on a subject being studied.

**Baseline data** – Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has been changed for research purposes that sets the standard for any research that follows in the same project.

**Beliefs** – A core group or set of guiding principles that serves as a basis for decision-making.

**Benchmark** – A standard for judging performance. Teachers and students may use benchmarks to determine the quality of a student's work. Some schools/districts develop benchmarks to identify what students should know by a particular stage of their schooling; for example, "by the end of sixth grade, students should be able to locate major cities and other geographical features on each of the continents."

**Best practices** – Practices that reflect current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, and procedures impacting teaching and learning.

**Body of evidence** – A system or collection of a student's work proving his/her understanding of concepts and his/her ability to perform certain required tasks. Portfolios may be a type of "body of evidence." A purposefully collected and analyzed collection of student work and assessment results would be another type of "body of evidence."

**Categorical funds** - Sources of revenue that are tied to specific guidelines required by the funding source (i.e. Title programs such as Title I, Title II, Title IV, Title V; special education or exceptional children, food services, transportation).

**Classroom writing / Working folder** – A collection of student writing in different stages of development from more than one content area.

**Coaching** – To facilitate the inter-development of self and others through a respectful, confidential, ethical, and masterful interaction—being what is needed, when it is needed—towards personal and organizational success.

**Co-curricular activities** – All school-based or school-sponsored activities not part of the regular curriculum. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards, and to strive for superior performance while playing team sports or participating in drama and music activities.

**Collaboration** – Evidence of two or more concerned groups (e.g. teachers, aides, itinerant and resource teachers, parents, community representatives) working together to improve the school program.

**Common items** – Items on an assessment taken by all students and on which individual student scores are based.

**Community justice systems** – Programs, organizations, and/or methods that typically include partnerships with the school to maintain vital, healthy, safe, and just communities including the school, through proactive crime prevention, problem-solving practices, etc.

**Community organizations** – Clubs, fraternal or other community groups that have a knowledge, awareness and experience to make a contribution to the larger community.

**Comprehensive district improvement plan** – A comprehensive district improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.



**Comprehensive school improvement plan** – A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

**Computer assisted instruction** – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

**Cooperative learning** – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

**Core curriculum** – A course of study deemed central and usually made mandatory for all students of a school or school system. Core curricula are often instituted by school boards, Departments of Educational or other administrative agencies charged with overseeing education.

**Criteria** – A standard on which a judgment or decision may be based.

**Critical attributes** – Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

**Critical thinking** – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

**Cultural responsiveness** – Teaching that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

**Curriculum** - An organized plan of instruction that engages students in learning the standards that have been identified at the state and local level.

**Curriculum alignment** – A curriculum in which what is taught, how it is taught, and how it is assessed is intentionally based on, but not limited to the *Colorado Model Content Standards*, and the *Colorado Assessment Frameworks*. The sequence of learning in an aligned curriculum is articulated and constantly discussed, monitored and revised.

**Curriculum framework** – An organizational structure that assists in the development of curricula.

**Curriculum map** – A course of study, usually linking learning objectives and targets with calendar time through unit and/or lesson plans. Also: A real-time collection of information about what is actually taught in classes at specific points during the school year [Jacobs].

**Data** – The most common types of data used in education are (a) student learning, e.g. results of assessments, teacher observations, student work; (b) demographics, e.g. enrollment, attendance, drop-out rate, ethnicity, grade level; (c) school processes (e.g. descriptions of school programs and processes); (d) perceptions (e.g. information collected about perceptions of learning environment, values and beliefs, attitudes, observations) [Bernhardt].

**Data analysis** – Data are gathered, disaggregated and analyzed (often collaboratively) and the information used to make informed decisions.

**Data-driven dialogue** – A process for analyzing data in order to yield information for making decisions. Steps in the analysis process typically include prediction, exploration, explanation, and action-taking / decision-making.

**Developmental appropriateness** - This concept of developmental appropriateness has two dimensions:

**Age appropriateness** – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

**Individual appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

**Differentiated instruction** – A form of instruction that provides different learning experiences in response to students' varied needs. Learning activities and materials may vary by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and/or by students' preferred ways of learning or expressing themselves. Some strategies include flexible grouping, the use of wait time, and student choice.

**Disaggregated data** – Test scores or other data divided so that various categories can be compared (e.g. the data for an entire student population as a single set of numbers, may be disaggregated to compare achievement of minority students with the majority, or scores for girls may be compared with those for boys).

**Discretionary funds** - Sources of revenue whose expenditure is not specified in the guidelines of the allocating source.

**Distributed leadership** – Giving other staff members some of the leader's current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also, "shared leadership" or "distributive leadership."

**District Improvement Planning Team** – See Improvement Planning Team.

**District leadership** – Leadership within central office (e.g. superintendent, assistant superintendent, local board of education).

**District level articulations** – See Articulation, Horizontal Articulation, Vertical Articulation

**District portfolio** - – A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

**District profile** – See Profile.

**Diverse/diversity** – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions, and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

**Efficacy** - Ability to produce the necessary or desired results.

**Empowerment** – The process of providing stakeholders with the opportunities to make decisions.

**English as a Second Language (ESL)** – Teaching English to non-English-speaking or limited-English-proficient (LEP) students to help them learn and succeed in schools. ESOL (English for Speakers of Other Languages) has generally the same meaning as ESL.

**English language learner (ELL)** – A student whose first language is other than English and who is in a special program for learning English (which may be bilingual education or English as a second language).

**Equitable** – Having or exhibiting equity; dealing fairly and equally with all concerned.

**Equity** - The goal of equity is to achieve a high-quality education for all students, regardless of gender, race, ethnicity, socioeconomic status, disabilities, or special needs. Studies show widespread inequities in financial support, classroom expectations, texts and technological resources, and quality of teaching, especially in inner cities and among poor populations. Because needs are greater in some situations than others, equal treatment is not necessarily equitable.

**ESL** - English as a second language. Teaching English to non-English-speaking or limited-English-proficient (LEP) students to help them learn and succeed in schools. ESOL (English for speakers of other languages) has generally the same meaning as ESL.

**Exemplar** – An example chosen to illustrate characteristics of a concept. The term exemplar sometimes refers to samples of student work used to show other students what they are expected to do. An exemplar can also help teachers (and students themselves) evaluate student work when it is completed.

**Extracurricular activities** – Activities that provide opportunities for students to participate in the school community, such as clubs, athletic teams, intramurals or other school-based organizations.

**External criteria** – The list of requirements for judging work (i.e. rubric, scoring guide).

**Family literacy initiative** – A national and state movement, that involves at-risk children and their families, with sufficient intensity and duration to make sustained changes in their lives through the educational process.

**Flexible grouping** – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

**Flexible grouping** – The practice of reconfiguring groups, depending on the topic and the students' prior knowledge and skills. This practice allows teachers to give able students more challenging work and to offer weaker students small-group instruction. It also prevents tracking students permanently into groups for which teachers may develop low expectations.

**Flexible scheduling** - Flexible scheduling, usually refers to school schedules in which classes are taught for different lengths of time on various days. For the best effect, classes are also different sizes. For example, a lecture may be given to a large group for a relatively short time, but a seminar discussion would have fewer students for a longer class period. Innovative secondary schools tried flexible scheduling in the late 1960s and '70s, but few schools use it today. Many schools do use block scheduling, however, in which all classes meet longer than the traditional 50 minutes.

**Formally** – Done or carried out in accordance with established or prescribed rules; done in an organized, methodical, precise manner.

**Frequently** – On many occasions, with little time in between them.

**Heterogeneous grouping**- The grouping of students in classrooms on the basis of mixed abilities.

**High impact instructional strategies** – Strategies that have been determined to positively impact student achievement, which include identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, representing knowledge, learning groups, setting objectives and providing feedback, generating and testing hypotheses, using questions, cues, and advance organizers.

**Higher-order thinking** - Higher-order thinking has been defined as the kind of thinking needed when the path to finding a solution is not specified, and that yields multiple solutions rather than one. Higher-order thinking involves interpretation, self-regulation, and the use of multiple criteria, which may be conflicting. Teachers seek to develop these thinking abilities by engaging students in analyzing, comparing, contrasting, generalizing, problem solving, investigating, experimenting, and creating, rather than only in recalling information. Other terms used to refer to higher-order thinking include critical thinking, complex reasoning, and thinking skills.

**Holistic scoring** – A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the *Expectations* or standards that are targeted.

**Homogeneous grouping** – The grouping of students based on their similarities (i.e. chronological age, reading ability, test scores, etc.)

**Implemented curriculum** – A curriculum in which practical effect is given and ensured of actual fulfillment by concrete measures.

**Improvement Planning Team:**

**School Improvement Planning Team** – A team of school level staff and parents who are involved in school planning to meet the educational needs of students. Such activities may include data analysis, identify resources for planning and research-based instructional practices, professional development, assessments, etc.

**District Improvement Planning Team** – A team of district level staff and parents who are involved in district planning to meet the educational needs of students.

**Inclusion** – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

**Inclusion (as it pertains to special education)** – A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

**Indicator** - Within each of the nine standards, specific sub-sections labeled "indicators" more closely describe various aspects and perspectives of the standard in observable terms.

**Individual growth plan** - A professional growth plan developed by the person being evaluated with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan.

**Information literacy** - The ability to use a variety of sources, including computers, to locate desired information. Finding, evaluating, and using information appropriately.

**Instructional materials** –Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

**Instructional practices** – Methodology used by teachers to engage students in the learning process.

**Integrated/Interdisciplinary curriculum** – A curriculum that purposely links disciplines to each other.

**Integration of technology** – Incorporating the use of computers or other technical equipment into the curriculum.

**Key transition points** – Key curriculum transition points include the transition from elementary to middle, and middle to high school.

**Limited-English-Proficient (LEP) students** -Students who are reasonably fluent in another language but who have not yet achieved comparable mastery in reading, writing, listening, or speaking English. LEP students are often assigned to bilingual education or English-as-a-second-language (ESL) classes.

**Learning environment** – Any setting or location inside or outside the school used to enhance the instruction of students.

**Learning results** – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

**Learning target:** Identified objective for what students should know, understand, or be able to do at the end of a unit of study, course or grade level. Learning targets may sometimes be called “achievement targets” or “learning objectives.”

**Local standards** – Locally, districts may adapt standards that exceed state standards.

**Manipulatives** – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

**Mentoring** – Providing support for activities in a learning process by a person who usually has more experience or expertise.

**Mission** – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward its defined purposes. It emphasizes the conditions that must be present in schools where all children succeed.

**Modality** – The sensory styles through which people receive information.

**Modeling** – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud”.

**Multicultural education** – Education that helps students understand and relate to cultural, ethnic, and other diversity, including religion, language, gender, age, and socioeconomic, mental, and physical differences. Multiculturalism is intended to encourage people to work together and to celebrate differences, not to be separated by them. It may include interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

**Multi-modal** – Multi-modal instruction includes a variety of strategies to accommodate different learning styles, for example visual, auditory, kinesthetic.

**Multiple intelligences** – Teachers who use a multiple-intelligences approach provide opportunities for learning and assessment that utilize different aspects of intelligence (e.g. linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, scientific and/or intrapersonal).

**Non-academic data** – Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school's accountability report.

**National Staff Development Council – Standards for Professional Development** – The NSDC Standards for Professional Development are widely accepted as a guideline for effective professional development.

**Nurturing school environment** – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

**On-demand writing prompts** – Also known as “writing prompt,” “prompt,” “timed writing,” or “directed writing”. Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

**Open-response items** – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

**Partnership** – Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

**Pedagogy** - The art of teaching—especially the conscious use of particular instructional methods. If a teacher uses a discovery approach rather than direct instruction, for example, she is using a different pedagogy.

**Peer collaboration** – Students working together in a group to solve a problem.

**Peer tutoring** – Support in the learning environment provided by same or different aged students.

**Performance assessment** – see Authentic Assessment.

**Performance assessment** - A form of assessment that is designed to assess what students know through their ability to perform certain tasks. A performance assessment might require a student to serve a volleyball, solve a particular type of mathematics problem, or write a short business letter to inquire about a product as a way of demonstrating that they have acquired new knowledge and skills. Advocates believe such assessments—sometimes called performance-based assessments—provide a more accurate indication of what students can do than traditional assessments, which might require a student to fill in the blank, indicate whether a statement is true or false, or select a right answer from multiple given choices.

**Portfolio** – A purposeful or systematic collection of selected work and self- assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

**Process** – A series of actions, changes, or functions bringing about a result.

**Professional development** – Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

**Professional Learning Community** - A professional learning community is characterized by an environment of mutual cooperation, emotional support, personal growth, and a synergy of efforts targeted toward student learning and/or professional practice rather socializing. The school staff collaborates and engages in dialogue with colleagues and other professionals. In professional learning communities it is safe to ask questions and work in a community where uncertainty is not only valued, but supported.

**Profile** –

**School profile** – Schools use a profile to name significant strengths, limitations, opportunities, and threats facing the school and is derived from the data contained in the school portfolio.

**District profile** – Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

**Reflection** – An active thought process in which the educator reviews past practices to better understand results, and to improve future practice. Reflection implies a commitment to continuous improvement.

**Regularly** – Occurring in a fixed, unvarying, or predictable pattern, with equal amounts of time or space between each one.

**Reliability** – The accuracy and repeatability of a measurement.

**Reliable**- The consistency of assessment results from an instrument over time or over a number of trials.

**Resources** – Sources of supply or support; an available means or source of information or expertise.

**School Accountability Committee** – A committee may be composed of two parents, three teachers, and an administrator. The specific role for school accountability committees is spelled out in CRS 22-7-205.

**School administration** – Staff members who serve the school in an administrative role, which include principals and assistant principals and deans.

**School climate** - The sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Some schools create a nurturing environment that recognizes children and treats them as individuals; others may utilize authoritarian structures in which rules are strictly enforced and hierarchical control is strong. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to school climate. Although the two terms are somewhat interchangeable, school climate refers mostly to the school's effects on students, whereas school culture refers more to the way teachers and other staff members work together.

**School culture** - School cultures are products of human thinking and habitual ways of interacting. They represent the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school culture.

**School connectedness** – A school environment in which students believe that the adults in the school care about their learning and about them as individuals. Three characteristics that help to create school connectedness include: high academic standards coupled with strong teacher support; positive and respectful adult and student relationships; and a physically and emotionally safe school environment.

**School Improvement Planning Team** – See Improvement Planning Team.

**School leadership** – While primary leadership at the school level may be considered to be the principal, school accountability committees should also be considered when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to department chairperson(s), team leaders, teacher leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

**School profile** – See Profile.

**Scoring guide / rubric** – A set of scoring guidelines to be used in evaluating a student's work. Rubrics may be general or task-specific, analytic or holistic, developmental or grade-level, etc.

**Self-assessment** – An individual's evaluation of his/her own work.

**Service learning** – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better citizens.

**Skills** – The ability to do something well; requiring training to do well (i.e. cognitive skills such as comparison, classification, analysis, synthesis, generalization, metacognitive skills such as self-reflection, self-evaluation, self-correction).

**Software Technology, Incorporated (STI)** – A records management software for administrators. This software offers a complete array of features to maintain and process school records: attendance, scheduling, discipline, grade reporting, textbook management, and more.

**Sometimes** – At times; on various occasions; occasionally.

**Sporadically** – Happening from time to time; appearing in isolated instances.

**Staff development** – A systematically planned, comprehensive set of ongoing professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

**Staff members** – All full and part-time regular permanent employees of the district.

**Stakeholder** – Any person or group of people (e.g. families, community, business or organization partners) associated with the school community that has an interest in the success of the school and its programs.

**Standard(s)** - Content: A description of what students need to know and be able to do.

**Standards-based** – Curricula and instruction that are closely aligned to and designed to lead to mastery of standards are considered to be "standards-based."

**Summative assessment** - Sometimes called, "Assessment of Learning," summative assessment is used to evaluate and document what students have learned, for the purpose of giving grades or evaluating schools. Summative assessment is based on known criteria and focuses primarily on individual student performance. Some such assessments include exams, projects, final drafts, products, and performances.

**Performance** - A description of how well students need to perform on various skills and knowledge to be considered proficient.

**State standards** – This term refers to Colorado's Model Content Standards. No reference is made in the SISI performance descriptors to national standards because these were referenced and embodied in Colorado's standards as they were developed.

**Strategies** – Plans and methods used by both teachers and students to approach a task.

**Student performance level descriptors** – Descriptors by content area and by grade level that define what students should know and be able to do. They may be described in various ways, such as “basic,” “novice,” “apprentice,” “partially proficient,” “proficient,” “distinguished,” “advanced” level.

**Student profiles** – Portfolios.

**Student transition planning** – A process that prepares students for key transition points (elementary to middle, middle to high). See Individual Graduation Plan.

**Student working folders** – An ongoing folder where student work (in-class writing, homework, etc) is organized and maintained.

**Sustained** –To have kept in existence; kept up; maintained or prolonged.

**Systems approach** – Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9) organized into a complex whole.

**Target-method match** – To accurately match the assessment method (e.g. selected response, constructed response, performance, personal communication) to the cognitive and production requirements of the learning target (e.g. to identify, create, perform, explain, analyze). For example, one would probably not assess a student’s speaking skills with a paper/pencil test.

**Technology** – Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools, and processes, to build knowledge and skills.

**Technological literacy** – The knowledge of and ability to use computers and computer programs (applications), networks, and other technological devices.

**Thematic approach to curriculum** – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

**Thematic units** – Units of study built around a particular theme or topic that is examined across some or all of the content areas.

**Title I** – Federal law and dollars for special help for disadvantaged children, from the federal law the No Child Left Behind Act of 2001.

**Units of study** – Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g. Colorado’s *Academic Expectations*), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

**Validity**- A measurement’s ability to actually measure what it purports to measure.

**Values** – A core belief structure.

**Vision** – A future oriented aspiration for the teaching and learning environment of the school.

**Writing assessment portfolio** – A selection of a student’s work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

## STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT

### ACRONYMS

**ACT** – American College Test

**AR** – Accelerated Reader

**AP** – Advanced Placement

**CDE** – Colorado Department of Education

**CS 3** – Colorado's School Support System

**CSAP** – Colorado State Assessment Program

**CTBS** – Comprehensive Test of Basic Skills

**DAC** – District Accountability Committee

**DWOK** – Different Ways of Knowing

**ELA** – English Language Acquisition

**ELA-E** – Teachers provide English language instruction to students in all content areas such as math, science and social studies. These teachers also provide English language development to their students to help them obtain English

**ELA-S** – Teachers provide native language instruction to students in all content areas such as math, science and social studies. These teachers also provide English language development to their students to help them obtain English.

**ELA-T** – Teachers monitor students who have officially exited from English language acquisition program services to determine if they are successfully participating in mainstream English instruction.

**ESL Class** – English as a Second Language Class

**ESOL** – English for Speakers of Other Languages

**GED** – General Equivalency Diploma

**IDEA** – Individuals with Disabilities Act

**IEP** – Individual Education Program for children with special needs

**IGP** – Individual Growth Plan

**ISS** – In-school suspension

**LEAD** – Leadership Education

**LEP Students** – Limited English Proficient students

**NAEP** – National Assessment of Education Progress

**PD** – Professional Development

**PSAT** – Preliminary Scholastic Achievement Test

**RFP** – Request For Proposals

**SAC** – School Accountability Committee

**SAT** – Scholastic Achievement Test

**STI** – Software Technology, Incorporated



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