**Please include COMMENDATIONS & RECOMMENDATIONS for the school in each category.**

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|  | **Category** | **Rating** | **Reason for the Rating Based on Observations** |
| **Unwavering focus on academic achievement** | **Classroom Instruction: Intellectual Engagement**   * Cognitive engagement * Cultural relevance and Differentiation * Standards-based Projects, Activities and Assignments * Opportunity to respond | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Classroom Instruction: Learning Environment**   * Classroom safety * Physical environment * Classroom climate * Teacher knowledge of individuals * Expectations for behavior * Management of Routines, Procedures and Transitions | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Classroom Instruction: Classroom Talk**   * Discussion Techniques & Student Participation * Quality and Purpose of Questions * Use of Academic Language | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Classroom Instruction: Assessment**   * Assessment Criteria * Monitoring of Student Learning * Feedback to students | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Unwavering focus on academic achievement (cont.)** | **Professional Development**   * Collaborative meeting and planning * Focus on content and pedagogy * Schoolwide instructional strategies * Evidence of PD in classrooms | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Professional Teaching Culture**   * Staff self-expectations * Distributed leadership * Support from experts | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Data Use to Guide and Personalize Instruction: School Practices**   * Collaborative data review * Ongoing problem-solving cycles * Responsive instruction | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Data Use to Guide and Personalize Instruction: Leadership**   * Principal & leadership use data-driven decision making * Monitor progress * Ongoing feedback & teacher capacity-building | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **School culture, climate, & operations that support academic achievement** | **Safe, Clean, Welcoming Environment**   * Physical Safety (Campus) * Cleanliness * Welcoming environment * Orderly i.e. respect, discipline strategy * Attendance | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Environment that Maximizes Time on Learning**   * Student access to Core Content * Uninterrupted instructional time | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Personalized Respectful, Responsive, Environment for All Students & Staff**   * Personalization of students and adults experience * Student access to structures that connect them to adult support * Support to address socio-economic needs of students | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Collaborative Family & Community Involvement**   * Opportunities for high-quality family and community involvement * Regular communication between school and home * Families have access to updated student information | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Leadership Focused on Instructional Improvement** | **Leadership Focused on instructional improvement**   * Engaging stakeholders to set student learning goals/targets * Clear communication of goals and expectations * Shared direction, coherent policies, practices, procedures * Core Curriculum and Intervention program selection. | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Mission and Data-Driven Resource Alignment and Management**   * Aligns Resources to Schoolwide Goals * Manages Resources (i.e financial, political, technological, and human resources) * Creates teacher leadership and learning opportunities * Expectations for school culture of respect and trust * Creates and monitors a staff retention strategy | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |
| **Shared Leadership with Staff, Family and Community with Clear Goals of Supporting Academic Achievement**   * Reciprocal accountability * Distributed leadership * Partnership with other schools * Partnership with community * Partnership with parents | * Highly Competent * Competent * Approaching Competence * Emerging * N/A |  |