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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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
 |  |