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|  |  | **Emerging** | **Approaching Competence** | **Competent** | **Highly Competent** |
| **Unwavering Focus on Academic Achievement** | **Classroom Instruction: Intellectual Engagement*** Cognitive engagement
* Cultural relevance and Differentiation
* Standards-based Projects, Activities and Assignments
* Opportunity to respond
 | Tasks **generally do not require much thinking** (e.g., students copy, fill in blanks, memorize, recall basic facts). Tasks are **not** culturally relevant**, not** differentiated **and they only align broadly** to grade-level standards. Tasks give students **few or no opportunities to respond** verbally or in writing. | **Most classrooms** provide **moderately challenging** tasks (e.g., students summarize, apply formulas). Tasks are **loosely** culturally relevant, differentiated and aligned with grade-level standards. Tasks give students **some opportunities to respond** verbally or in writing. | **Most classrooms** provide **cognitively challenging** tasks (e.g., students solve problems, complete open-ended prompts). Tasks are **culturally relevant, differentiated and** **aligned to a great extent with grade-level standards**. Tasks give students **multiple opportunities to respond** verbally or in writing. | **All classrooms** provide **highly cognitively challenging tasks** (e.g., students analyze, evaluate, create, synthesize, compare and contrast, get the big picture). Tasks are **culturally relevant, differentiated and** **aligned with and may go beyond grade level standards for this grade**. Tasks give students **many opportunities to respond** verbally or in writing. |
| **Classroom Instruction: Learning Environment*** Classroom safety
* Physical environment
* Classroom climate
* Teacher knowledge of individuals
* Expectations for behavior
* Management of Routines, Procedures and Transitions
 | The classrooms are **generally unsafe**. Physical layouts **do not promote learning** (e.g., rooms are bare or cluttered and messy). Classroom **interactions are uncaring or disrespectful**. Students **do not take risks**. Teachers **do not appear to know** individual students. Expectations for behavior are **not clear**. There are **few or no apparent** routines or rules.  | The classrooms are **generally safe**. Physical layouts and environments **occasionally promote learning** (e.g., rooms are tidy, but resources are scarce). Classroom interactions **occasionally demonstrate** disrespect. Risk-taking is met with **unpredictable response**. Teachers are **polite but** **may not know** students’ backgrounds. There are **more reprimands** to correct behavior **than positive reinforcement** of good behavior. Students require **repeated direction** from the teacher. | The classrooms are **safe**. Physical environment **supports student learning and interaction**. Classroom interactions are **consistently polite and respectful**. **Most** students feel free to share their ideas or opinions and **take risks in learning**.Teachers **know their students** (e.g., greet, call them by name, use humor).Standards of conduct are **clear to all students**. Students use routines with **minimal direction from the teacher**. | The classrooms are **safe**. Physical environment and layouts **promote learning and interaction** (e.g., rich resources, encourage collaboration). Classroom interactions demonstrate caring for each individual, and **students self-regulate** with support from peers and teachers. **All** students feel free to share their ideas and **take risks in learning**. Teachers **know students exceptionally well** (e.g. knowledge of interests, strengths needs etc.). Teachers **explain, model, and reinforce** codes of conduct. Students initiate and **efficiently use routines** and procedures to maximize instructional time. |
| **Classroom Instruction: Classroom Talk*** Discussion Techniques & Student Participation
* Quality and Purpose of Questions
* Use of Academic Language
 | **In most classrooms, mostly teachers’ voices** are heard. Students are **silent or answer close-ended**, known-answer, basic or fact-based questions. Teachers **model poor academic English**. | **In most classrooms**, students have **limited opportunities** to participate in dialogue**. Many students are not invited** to participate in discussion or have **few opportunities** torespond to questions (e.g., questions may be open-ended i.e. “What do you think?” but without enough wait time). Teachers **may model** academic English and content-specific language **but do not expect students to use it.** | **In most classrooms,** students have **opportunities to participate** **in student-to-student dialogue.** Classroom questions are **often open-ended** (e.g., teachers ask questions like, “What makes you say that?” “Tell us more about that.”) **Many students** have opportunities **to practice** academic English, and content-specific language. | **Across classrooms**, teachers use various techniques that challenge students with **extensive opportunities** to participate in student-to-student interactions. Classroom **questions challenge students** to think and invite students to **demonstrate understanding** through reasoning. Teachers **model** and students **consistently use strategies to develop language** based on students’ needs (e.g., use of primary language, contrastive analysis, re-voicing, thinking aloud, content-specific terms, repeated instructions).  |
| **Unwavering Focus on Academic Achievement (Cont’d)** | **Classroom Instruction: Assessment*** Assessment Criteria
* Monitoring of Student Learning
* Feedback to students
 | The teachers’ purposes of lessons or units are **generally unclear to students**. Teachers **do not provide** learning goals, and **do not ensure or check** that students understand. Teachers **do not provide** feedback to each student to help them understand where they are in their learning and what to do to improve.  | Teachers **generally** spell out learning goals, **occasionally** check that students understand, give feedback to students about their academic work, but the **feedback is vague**, with little or no information for students to improve their work (e.g., “Good,” “No, try again.”)  | In **most classrooms**, teachers **generally** give students **clear** learning goals and criteria for good performance (e.g., rubrics), **regularly check** that students understand and **give some but not all students** specific feedback to improve their work.  | **In all classrooms**, the teachers’ purposes of the lessons or units are **clear to students**. Teachers **ensure** that **students are aware** of criteria and performance standards. Teachers **consistently check** that students understand. Feedback to students is **timely, frequent, specific, relevant, accurate, and tied to the instructional outcome.** |
| **Professional Development*** Collaborative meeting and planning
* Focus on content & pedagogy
* Schoolwide instructional strategies
* Evidence of PD in classrooms
 | Staff meets **very infrequently** or for **stand-alone** PD meetings, which may **focus mostly on disseminating information** about logistics. **No use of** schoolwide strategies. **No evidence** of PD in classrooms. | Staff meets **somewhat regularly** (e.g., once per month) and there is **some continuity** in topics of PD from meeting to meeting. Meetings **do not engage members in collaborative activities** (e.g., individuals make announcements, give updates). Meetings may be **evenly focused on logistics and instructional content**. **Little evidence** of schoolwide strategies. **Minimal learning from PD transfers into classrooms.** | Staff **meets regularly** (e.g., weekly), but **not always in a collaborative** **way** (e.g., meetings may not allow honest reflection due to interpersonal conflict, discomfort, lack of trust). The **focus of the meetings is mostly** oncontent, pedagogy, and teacher collaboration and reflection, but may also include some logistics items (e.g., scheduling meetings, organizing for testing). School implements schoolwide strategies in a **somewhat consistent way**. **Some** **strategies**, practices, approaches learned in PD are evident in classrooms. | Staff **meets and plans** collaboratively (e.g., teachers have **regular, protected time** to meet, school **has a long-term plan** for PD based on teachers’ needs that addresses, content, pedagogy, and ways of working together). **Meetings focus** on content, pedagogy, teacher collaboration and reflection (e.g., meetings address complex issues of instruction through lesson study, content area and grade-level planning, and reflection). School implements strategies schoolwide in a **consistent**, **reflective** way (e.g., consistent instructional strategies across classrooms, including positive behavioral strategies). Teachers **apply what they learn** in PD to their instruction. |
| **Professional Teaching Culture*** Staff self-expectations
* Distributed leadership
* Support from experts
 | Staff suffers from **lack of motivation, low morale, low expectations** of themselves. Teachers **work in isolation**, without shared mission or goals. They **do not receive opportunities** to lead or mentorship, support from instructional experts. | Staff **morale may be suffering**, but there is an **environment of hope** for improvement. Leadership is **not intentionally distributed**, but there are **some** **informal structures** (e.g., teachers serve as informal coaches, mentors, cheerleaders, sharing resources, encouraging others morally). | Staff has **reasonable expectations** of themselves and their peers. Leadership is **somewhat distributed** across the school (e.g., networks of teachers within the school are intentionally structured). **Support is readily available** for all teachers, though expertise may be resident in very few people on campus. | Staff has **high expectations** of their own and collective efficacy (e.g., teachers are empowered to improve their instruction, encourage one another). Leadership is **distributed effectively** across the school (e.g., teachers lead the way with support from leadership to develop and implement initiatives). Teachers **benefit from** expert support (e.g., coaching from lead teachers, administrators, coaches, mentors, leaders who help them reflect). |
| **Ongoing Use of Data to Guide and Personalize Instruction: School Practices*** Collaborative data review
* Ongoing problem-solving cycles
* Responsive instruction
 | There is **no structure or effort** to engage in problem-solving cycles. Teachers **may** look at data on their own **occasionally** or may work with other teachers **informally**, but **without clear direction** toward solving a problem in response to student needs. | Teachers and administrators **may meet** to engage in problem-solving cycles, but **meetings are sporadic** or **unstructured**. **Some teachers** monitor student progress on their own (e.g., with MyData) **regularly** or **may meet informally** in groups **in response to student needs**. | Teachers and administrators meet in **separate groups** to review data, identify problems, plan, implement, and re-examine data. (Meetings may take place **about quarterly**.) Teachers **engage in** problem-solving cycles (e.g., use student data to shape their lessons to respond to students’ needs.) | Teachers and administrators meet in **collaborative, ongoing** groups (e.g., biweekly meetings) to review schoolwide, classroom, and individual data to identify problems, plan, implement, and re-examine data. Staff engage in **continual** problem-solving cycles. Discussions about data are **responsive** to the needs of students. |
| **Unwavering Focus (Cont’d)** | **Ongoing use of Data to Guide and Personalize Instruction: Leadership** * Principal & leadership use data-driven decision making
* Monitor progress
* Ongoing feedback & teacher capacity-building
 | **Data does not drive decisions**, and/or there is **no systematic way** of tracking progress. The LT or principal may generally lament low student achievement or provide general pressure to teachers though **provide little support nor feedback** to teachers in improvement efforts. Leadership **rarely visits classrooms and rarely provides feedback** to teachers**.** | Principal and Leadership Team (LT) **use** **data** (i.e. student achievement, attendance and current practice) to inform decisions. They **occasionally** **provide urgency** for improving with data but **do not provide clear direction** or specific goals for how to use data to set and work toward improvement targets. There is an **attempt to build a system** to monitor progress, provide feedback etc. Leadership **occasionally visits classrooms** and **generally provides feedback** that is relevant to meeting targets. | Principal and LT **engage stakeholders** in data-driven decisions for **ongoing improvement**. They also **regularly** **monitor progress** and benchmarks toward goals. **Leadership visits classrooms regularly and provides ongoing feedback to teachers** for how to improve their work to meet the targets.  | Principal & LT **engage stakeholders** in a **continuous process** to make data-driven decisions that **align with school-wide goals**. They also work with staff to monitor progress **regularly and frequently** against benchmarks (e.g., weekly). Leadership shares **concrete examples** of ideal instructional practices, **visits classrooms regularly**, and provides **ongoing feedback and support** to **build teacher capacity** to monitor, track review, and improve outcomes. |
| **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
 | Campus is **unsafe**, or **not clean** (i.e.there is evidence of bullying, fights, graffiti, litter, facilities in disrepair, hazards are apparent on campus.) The campus makes it **very** **difficult for community members** to visit. There is **disorder** during transitions, and classrooms may be **unruly**. Student and/or staff attendance is a **significant challenge**. | Campus is **generally safe & clean**, though there may be some litter. The campus is **unwelcoming to the community** (i.e. complicated entrance procedures, unwelcoming staff). Staff **mostly demonstrates** polite but distant interactions with one another and visitors. **Some disorder** on grounds (e.g., students shouting, running) or **lack of clear** expectations. Attendance is **below the district average**. | Campus is **safe and clean but may be unwelcoming to the community** (e.g., complicated entrance procedures, unwelcoming staff). Order **is maintained**, with a **generally positive environment** with **clear expectations** of behavior for all. Attendance is **above average**. | Campus is **safe, clean, orderly & welcoming** to the school community**.** Adults and students **communicate respectfully** with each other. Transitions between classes and activities are **smooth**. Attendance is **excellent**. |
| **Environment and Schedule that Maximize Learning Time** * Student access to Core Content
* Uninterrupted instructional time
 | **Most students do not** have access to core content (e.g., students’ schedules chronically consist primarily of remedial coursework). Announcements and other interruptions to class time are **typical** throughout the day. | **Some students** have access to core content (e.g., master schedules include most but not all of the courses that prepare students for A-G, instructional focus on the four core content areas). **Some interruptions** in classrooms interfere with instruction. | **Most students** have access to core content (e.g., master schedules include all basic A-G or prep courses, some AP, honors, enrichment courses). **Some justified** interruptions to instruction. | **All students** have access to core content (e.g., students are moved as quickly as possible out of intervention, master schedules are organized to maximize student learning of core content: all students take A-G courses, have access to AP, honors, prominence of core courses in students’ schedules). Instructional time is **protected from interruptions** (e.g., leadership helps mediate parent concerns so as not to interrupt instruction, teachers welcome students at doors to classroom, instruction begins immediately.) |
| **School Culture, Climate and Operations the Support Academic Achievement** | **Personalized, Respectful, Responsive, Environment for All Students & Staff*** Personalization of students’ and adults’ experiences
* Student access to structures that connect them to adult support
* Support to address socio-economic needs of students
 | Students and adults experience **no personalization** (i.e. behavioral expectations are not clearly defined, taught, modeled, or reinforced.) Social climate of the school is **generally hostile, disrespectful, or non-caring**. Students generally do **not have access** to mentors or other supports to encourage them, motivate them. Students **do not feel their teachers care about them**, do not feel pressed to achieve academically. **Staff do not feel there is trust or respect** among them. There is **little to no support** for students’ socio-economic needs. | Students and adults experience **minimal personalization** (e.g., behavioral expectations are defined, social climate of the school is respectful, but superficial or not especially supportive). **Some** teachers, counselors, others serve as **ad hoc advisors to students, but there is no schoolwide** **vision** to motivate all students to succeed academically, personally, socially. There are some **basic support structures** such as counselors, mentors from the school and the community, a career center, but **not all students access** **these**. | Students and adults experience **some personalization** (e.g., clear behavioral expectations are defined and expected, adults and students address one another by name). **Most students** have access to adult support (e.g., advisory classes or other personalized structures such that most students are known by at least one adult). **Some support structures** in place to address socio-economic needs of students (e.g., health clinics, free or reduced meals, other connections to community resources). | Students’ and adults’ experiences are **highly personalized** (e.g., clear behavioral expectations are defined, taught, modeled, and reinforced, adults and students address one another by name, know individual students and their backgrounds). **All students** have access to adult support (e.g., counselors work one-on-one with students, support in the college application process, adults in the school take responsibility for the success of every student, outreach to struggling students to help them recover credits and to participate fully in school). Students’ socio-economic needs are **comprehensively addressed** (e.g., health clinics, free or reduced meals, other connections to community resources).  |
| **Collaborative Family & Community Involvement*** Opportunities for high-quality family and community involvement and engagement to support student achievement
* Regular communication between school and home
* Families have access to updated student information
 | There are **no opportunities for** meaningful parent involvement, (e.g., most teachers do not regularly contact families about students’ academic progress, contacts are primarily focused on discipline issues, no parent activities are offered beyond standard activities like parent-teacher conferences, Back-to-School night.) Parents do not feel welcome at the school, **do not have regular contact** with the school. Families have **poor access** to student information or it is **rarely updated**.  | There are **few opportunities for** parents to be involved (e.g., a handful of teachers contact families regularly to discuss students’ academic progress, along with discipline problem, a select group of parents engage with the school, primarily through their own efforts). Communication between school and parents is **mostly on basic, operational issues**. Families have access to student information, but it **isn’t updated often**. | There are **multiple opportunities** for parents to be involved in their children’s learning (e.g., more than half of teachers contact more than 5 families/month to discuss academic progress and plan improvement). School uses some **standard forms of communication**, but **relies on parent leaders to communicate** with other parents by maintaining these leaders informed. **Most families** have access to **updated** student information. | There are **many and varied opportunities** for family and community involvement (e.g., most teachers contact more than 5 families/month to discuss academic progress, plan improvement, parents work in genuine collaboration with school to add value). School **communicates regularly** with **all** parents (e.g., through ConnectEd, flyers, parent nights, classes for parents, active parent center that is easy to find on campus). **All families** have access to **updated** student information. |
| **Leadership that Supports High Achievement for Students and Staff** | **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.
 | **Neither Principal nor Leadership Team set improvement targets** and/or benchmarks, or they articulate **confusing** goals. Policies, practices, or procedures **do not align** with school goals. LT is **not involved** in the curriculum for core content areas or intervention. LT communicates **unclear goals and expectations** to stakeholders or does not communicate goals. | Leadership team **articulates general goals** for student learning, **vague direction** and policies in **some but not all** key areas of school’s function. LT has **some understanding** of the curriculum in core content areas and intervention, **but may not provide** supervision or other support. LT **communicates** goals and expectations **to some** stakeholders. | Principal and Leadership Team **engage stakeholders to set comprehensive** targets for improvement in **key areas** and motivate teachers to move toward these targets. LT **communicates** goals and expectations to **all** stakeholders. Leadership team articulates **clear goals** for student learning (e.g., through achievement data across academic and behavioral areas), shared direction and coherent policies, practices and procedures. LT **selects and supports** the design and implementation of rigorous, thoughtful, and targeted curriculum in core content areas and in intervention program.. | Leadership Team sets **clear, comprehensive** targets that have been **collectively determined** by key stakeholders and are **based on quantitative data, qualitative data and district goals**. Leadership **communicates** schoolwide goals to **all stakeholders** alongside **clear** expectations. Leadership team (LT) articulates **shared** direction and **coherent** policies (i.e. school policies support learning goals). LT **selects and supports** the design and implementation of rigorous, thoughtful, and targeted curriculum in core content areas and in intervention program.  |
| **Leadership that Supports High Achievement for Students and Staff** | **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
 | LT is **not adept** at managing financial, political, technological, or human resources or allocates resources to initiatives that are **not tied to schoolwide goals**. **Few if any** opportunities for ongoing teacher learning and leadership exist. There are **no clear expectations** for school culture of respect and trust. There is **no attempt** to systematically and appropriately support and retain staff. | Leadership Team **navigates** available financial, political, technological, or human resources with **uneven success**, and **may not align resources** with school goals. Opportunities for teacher learning and leadership are **few** and are available **based on interest** rather than need or skill. Expectations for school culture of respect and trust are **not clear or consistent**. There are some attempts but **no systemic effort** to support or retain staff. | Leadership Team **uses staff input** **and data review** to allocate resources, and is **organized and efficient** in using financial, political, technological, and human resources. Resources **align broadly** to school goals. LT **offers some** ongoing teacher learning and leadership opportunities. LT **identifies teachers** for development and leadership. Leadership team **sets and maintains** expectations for school culture of respect and trust. Leadership **supports and retains** staff. | Leadership Team **collaborates** with staff and community to **creatively** utilize and leverage resources **in clear alignment with** school goals. **Data is reviewed** to determine the necessary financial, political, technological, and human resources to ensure all students have **access to high quality** instruction (i.e. resources for struggling students like Saturday classes, summer school, resource teachers.) **Actively identifies and enlists** teachers into leadership opportunities, and has structures in place to **support the development of all** teachers. LT **continually assesses resources** with staff and appropriate teams to assure resources are used to meet student learning needs. LT **builds capacity** of staff to support management of resources. LT **sets, models and maintains** expectations for school culture of respect and trust. LT **implements strategies** to retain highly effective teachers and develop teachers with high potential. |
| **Leadership that Supports High Achievement for Students and Staff** | **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
 | Principal and assistant principals lead the school in a **top-down** fashion, mandating policies in a rudimentary way. Principal **does not delegate tasks effectively**, but holds tightly to the leadership reins. There is **little or no attempt** at this school to form partnerships with other schools or community resources. Parents **do not feel welcome** on campus, are **not seen on campus**, are **not involved in significant ways** (e.g., play a perfunctory role in CEAC, ELAC, school site council).  | Principal **entrusts a small group** of leaders beyond the formal structure but **may not provide all the necessary supports** they need to carry out their duties. School may **meet on a one-time basis** with schools but without a clear vision for improving instruction. There may be **one or two connections to the community** but not as a result of a concerted, systematic effort to engage community members. Parents may feel welcome on campus, but **parents or community-based organizations, not the school make efforts** to participate. | Principal **delegates responsibility** to key individuals **across the school**, ensuring they are supported, and checks on their progress. Some LT members may provide directions, resources, training to those they supervise, but **may not provide regular feedback on performance**. LT **meets with other schools**, other partners who provide feedback to their work, but does so **inconsistently** or with inconsistent quality. LT seeks community resources in attempts to form quality partnerships with community leaders. LT involves parents in **meaningful** ways. | Leadership Team consists **of highly competent and trustworthy** individuals who ensure those they lead have all the support to do their work (e.g., resources, directions, training, regular performance feedback). LT **distributes responsibility** for instructional and operational supervision to key individuals. On a **regular basis**, LT and teachers **meet with other schools**, conducting observations and discussions based on observed practices, also other partners provide feedback to their work. Leadership team leverages community resources (quality partnerships). Leadership team involves parents in **meaningful ways** that **mutually benefit** parents and the school. |