Quality Framework for Illinois Districts/Schools

Standard I Continuous Improvement: *In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.*

Purpose setting questions:

1. How is collaborative problem solving embedded into district/school practice?
2. How is planning for continuous improvement embedded into district/school practice?
3. How does the district/school support a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

Indicator		Level of Performance				Evidence/Data
There is a district leadership team established: Yes No (If no district leadership team has been established, please move to Indicator B.)						
Indicator A: **Focused and Coherent Direction**		*Ineffective*	*Emerging*	*Accomplished*	*Exemplary*	
		Indicator A: *The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.*				
	I.A.1	Evidence suggests district leadership team is established in documentation but does not meet/has not yet met	Evidence suggests district leadership team meets on an inconsistent basis and does not use a systematic process to achieve goals	Evidence suggests district leadership team meets consistently and uses a systematic process to achieve goals	Evidence suggests district leadership team regularly meets at scheduled times and uses a systematic process to achieve goals	
	I.A.2	Evidence suggests district leadership team does not use data	Evidence suggests district leadership team inconsistently uses data	Evidence suggests district leadership team consistently uses data to identify strengths and areas of improvement	Evidence suggests district leadership team regulary uses multiple data sets including all student data to identify strengths and areas of improvement	

	I.A.3	Evidence suggests district leadership team does not review and address opportunity and achievement gaps for all students	Evidence suggests district leadership team inconsistently reviews and addresses opportunity and achievement gaps for all students	Evidence suggests district leadership team almost always reviews and addresses opportunity and achievement gaps for all students	Evidence suggests district leadership team always reviews and addresses opportunity and achievement gaps for all students	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A (cont.)	I.A.4	Evidence suggests district leadership team includes few members with similar roles	Evidence suggests district leadership team includes membership that is not representative	Evidence suggests district leadership team includes many stakeholders	Evidence suggests district leadership team includes all representative stakeholders	
	I.A.5	Evidence suggests district leadership team meetings are not structured to support collaborative problem solving	Evidence suggests district leadership team meetings are sometimes structured to support collaborative problem solving	Evidence suggests district leadership team meetings are consistently structured to support collaborative problem solving	Evidence suggests district leadership team meetings are regularly structured to support collaborative problem solving	
	I.A.6	Evidence suggests district does not have vision and goals articulated	Evidence suggests district written vision and goals are articulated	Evidence suggests district vision and goals align with work of district leadership team	Evidence suggests district vision and goals guide and support work of district leadership team	
	I.A.7	Evidence suggests district does not have documented board policies and procedures to guide continuous improvement process	Evidence suggests district has some documented board policies and procedures to guide some continuous improvement process	Evidence suggests district has documented board policies and procedures to guide most aspects of continuous improvement process	Evidence suggests district has well-documented board policies and procedures to guide virtually all aspects of continuous improvement process	
	I.A.8	Evidence suggests no goals for continuous improvement are written	Evidence suggests goals for continuous improvement are written with no targets based on minimal data	Evidence suggests actionable goals with specified targets are written based on data	Evidence suggests actionable goals with specified targets are written based on a thorough analysis of all data sources including all student performance data	

There is a school leadership team established: Yes   No
(If no school leadership team has been established please move to Indicator C.)

Indicator B: *Processes and Structures for Collaboration*		Indicator B: *The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.*				**Evidence/Data**
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
	I.B.1	Evidence suggests school leadership team is established in documentation but does not meet/has not yet met	Evidence suggests school leadership team meets on an inconsistent basis	Evidence suggests school leadership team meets consistently	Evidence suggests school leadership team regularly meets at scheduled times	
	I.B.2	Evidence suggests school leadership team does not utilize collaborative structures	Evidence suggests school leadership team inconsistently utilizes collaborative structures	Evidence suggests school leadership team consistently utilizes collaborative structures	Evidence suggests school leadership team almost always utilizes collaborative structures	
	I.B.3	Evidence suggests school leadership team includes few members with similar roles	Evidence suggests school leadership team includes membership that is not representative	Evidence suggests school leadership team includes many stakeholders	Evidence suggests school leadership team includes all representative stakeholders	
	I.B.4	Evidence suggests school leadership team does not use collaborative problem solving	Evidence suggests school leadership team inconsistently uses collaborative problem solving	Evidence suggests school leadership team often uses collaborative problem solving	Evidence suggests school leadership team regularly uses collaborative problem solving	
	I.B.5	Evidence suggests school leadership team does not use a continuous improvement process	Evidence suggests school leadership team inconsistently uses a continuous improvement process	Evidence suggests school leadership team consistently uses a continuous improvement process	Evidence suggests school leadership team regularly uses a systematic continuous improvement process	
	I.B.6	Evidence suggests there is no consistent focus of continuous improvement	Evidence suggests focus of continuous improvement is inconsistently on an increase in student learning	Evidence suggests focus of continuous improvement is consistently on an increase in learning for all students most of the time	Evidence suggests focus of continuous improvement process is almost always on an increase in learning for all students	

Indicator		Level of Performance				Evidence/Data
Indicator C: **Monitoring for Results**		*Ineffective*	*Emerging*	*Accomplished*	*Exemplary*	
		Indicator C: *The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning for all groups of students, and communicate the progress to all stakeholders.*				
	I.C.1	Evidence suggests district leadership teams and school leadership teams do not monitor improvement plan implementation	Evidence suggests district leadership teams and school leadership teams inconsistently monitor improvement plan implementation	Evidence suggests district leadership teams and school leadership teams consistently monitor improvement plan implementation	Evidence suggests district leadership teams and school leadership teams regularly monitor improvement plan implementation	
	I.C.2	Evidence suggests district leadership teams and school leadership teams do not adjust educational practice for student learning for all groups of students based on monitoring data	Evidence suggests district leadership teams and school leadership teams inconsistently adjust educational practice and student learning for all groups of students based on monitoring data	Evidence suggests district leadership teams and school leadership teams consistently adjust educational practice and student learning for all groups students based on monitoring data	Evidence suggests district leadership teams and school leadership teams regularly adjust educational practice and student learning for all groups students based on monitoring data	
	I.C.3	Evidence suggests district leadership teams and school leadership teams do not communicate progress to internal stakeholders (two-way communication)	Evidence suggests district leadership teams and school leadership teams inconsistently communicate progress to internal stakeholders (two-way communication)	Evidence suggests district leadership teams and school leadership teams consistently communicate progress to internal stakeholders (two-way communication)	Evidence suggests district leadership teams and school leadership teams regularly communicate progress to internal stakeholders (two-way communication)	

Standard II Culture and Climate: *In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.*

Purpose setting questions:

1. How is the vision for our district and schools established and communicated?
2. What is the alignment between the district/school vision and goals?
3. How is a safe learning environment provided in schools?
4. How does school culture provide support for effective and responsive instruction?
5. How does the district and school climate support all students and staff members?
6. What is the evidence that the district/school creates learning environments that are inclusive and responsive to all students?

Indicator		Level of Performance				Evidence/Data
		There is a district and school vision statement established: Yes No If no vision statements have been established please leave Indicator A blank and move to Indicator B. <u>If district consists of one school, address only third descriptor (II.A.3) for Indicator A.</u>				
Indicator A: ***Shared Vision and Goals***		*Ineffective*	*Emerging*	*Accomplished*	*Exemplary*	
		Indicator A: *The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.*				
	II.A.1	Evidence suggests district and school vision statements are not aligned	Evidence suggests district and school vision statements are minimally aligned	Evidence suggests district and school vision statements are closely aligned	Evidence suggests district and school vision statements are fully aligned	
	II.A.2	Evidence suggests district and school goals are not aligned to vision statement	Evidence suggests district and school goals are minimally aligned to vision statement	Evidence suggests district and school goals are closely aligned to vision statement	Evidence suggests district and school goals are fully aligned to vision statement	
	II.A.3	Evidence suggests district and school vision/goals do not address support for a safe environment conducive to learning for all students	Evidence suggests district and school vision/goals minimally address support for a safe environment conducive to learning for all students	Evidence suggests district and school vision/goals closely address support for a safe environment conducive to learning for all students	Evidence suggests district and school vision/goals fully address support for a safe environment conducive to learning for all students	

Indicator		Level of Performance				Evidence/Data
Indicator B: *High Expectations for All*		*Ineffective*	*Emerging*	*Accomplished*	*Exemplary*	
		Indicator B: *The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.*				
	II.B.1	Evidence suggests school culture does not support educators to provide effective and responsive instruction to meet multiple cultural, learning and linguistic needs of all students	Evidence suggests school culture minimally supports educators to provide effective and responsive instruction to meet multiple cultural, learning and linguistic needs of all students	Evidence suggests school culture consistently supports educators to provide effective and responsive instruction to meet multiple cultural, learning and linguistic needs of all students	Evidence suggests school culture almost always supports educators to provide effective and responsive instruction to meet multiple cultural, learning and linguistic needs of all students	
	II.B.2	Evidence suggests school culture does not promote meaningful celebrations of district, school, and student improvement	Evidence suggests school culture inconsistently promotes meaningful celebrations of district, school, and student improvement	Evidence suggests school culture consistently promotes meaningful celebrations of district, school, and student improvement	Evidence suggests school culture regularly promotes meaningful celebrations of district, school, and student improvement	

Indicator		Level of Performance				Evidence/Data
Indicator C: *Safe and Engaging Learning Community*		Indicator C: *The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.*				
	II.C.1	Evidence suggests district and school climate does not support the physical, cultural, and socio-economic needs of all students and staff	Evidence suggests district and school climate inconsistently supports the physical, cultural, and socio-economic needs of all students and staff	Evidence suggests district and school climate consistently supports the physical, cultural, and socio-economic needs of all students and staff	Evidence suggests district and school climate almost always supports the physical, cultural, and socio-economic needs of all students and staff	
	II.C.2	Evidence suggests district and school climate do not contribute to an engaging learning community	Evidence suggests district and school climate inconsistently contribute to an engaging learning community	Evidence suggests district and school climate consistently contribute to an engaging learning community	Evidence suggests district and school climate almost always contribute to an engaging learning community	
	II.C.3	Evidence suggests district and school climate do not contribute to an inclusive learning community	Evidence suggests district and school climate inconsistently contribute to an inclusive learning community	Evidence suggests district and school climate consistently contribute to an inclusive learning community	Evidence suggests district and school climate almost always contribute to an inclusive learning community	

Standard III Shared Leadership: *In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.*

Purpose setting questions:

1. How do members of school staff perceive the learning environment?
2. What evidence supports a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicities, what is the make up of students in various clubs, committees, etc. and is it proportionate and representative of the student body, regardless of learner characteristics?

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: *Administrative Leadership*		Indicator A: *The administration actively models and fosters a positive learning environment in which staff members are valued and challenged to grow professionally.*				
	III.A.1	Evidence suggests staff members perceive that administrators provide a school learning environment that is not positive and not supportive	Evidence suggests staff members perceive that administrators provide a school learning environment that is somewhat positive and sometimes supportive	Evidence suggests staff members perceive that administrators provide a school learning environment that is mostly positive and supportive	Evidence suggests staff members perceive that administrators provide a school learning environment that is highly positive and very supportive	
	III.A.2	Evidence suggests administrators do not support nor recognize the value of staff members	Evidence suggests administrators inconsistently support and inconsistently recognize the value of staff members	Evidence suggests administrators consistently support and recognize the value of virtually all staff members	Evidence suggests administrators almost always actively support and recognize the value of virtually all staff members	
	III.A.3	Evidence suggests administrators do not support professional learning opportunities for staff members	Evidence suggests administrators inconsistently support professional learning opportunities for staff members	Evidence suggests administrators consistently support some types of professional learning opportunities for most staff members	Evidence suggests administrators almost always support many types of professional learning opportunities for virtually all staff members	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator B: *District and School Level Teams*		Indicator B: *The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.*				
	III.B.1	Evidence suggests district- and school-level teams do not collect and analyze student learning data for all groups of students	Evidence suggests district- and school-level teams infrequently collect and analyze student learning data for all groups of students	Evidence suggests district- and school-level teams periodically collect and analyze student learning data for all groups of students	Evidence suggests district- and school-level teams continuously collect and analyze student learning data for all groups of students	
	III.B.2	Evidence suggests district- and school-level teams do not apply/use data to support learning for all groups of students	Evidence suggests district- and school-level infrequently apply/use data to support learning for all groups of students	Evidence suggests district- and school-level teams periodically apply/use data to support learning for all groups of students	Evidence suggests district- and school-level teams systematically and continuously apply/use data to support learning for all groups of students	
	III.B.3	Evidence suggests district- and school-level teams do not use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	Evidence suggests district- and school-level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	Evidence suggests district- and school-level teams most of the time use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	Evidence suggests district- and school-level teams consistently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	
Indicator C: *Teacher Leadership*		Indicator C: *The teachers actively model and foster a positive school environment in which students are valued and challenged to be engaged and grow.*				Teacher evaluations Peer observations
	III.C.1	Evidence suggests many teachers do not promote positive classroom and school environments	Evidence suggests some teachers promote partially positive classroom and school environments	Evidence suggests most teachers promote positive classroom and school environments	Evidence suggests virtually all teachers promote highly positive classroom and school environments	
	III.C.2	Evidence suggests teachers do not challenge all students to achieve high expectations	Evidence suggests some teachers challenge all students to achieve high expectations	Evidence suggests most teachers challenge all students to achieve high expectations	Evidence suggests virtually all teachers challenge all students to achieve high expectations	

Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator D: *Student Leadership*	Indicator D: *The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.*				
	III.D.1 Evidence suggests students do not have access to age-appropriate leadership opportunities	Evidence suggests students inconsistently have access to age-appropriate leadership opportunities	Evidence suggests students consistently have access to age-appropriate leadership opportunities	Evidence suggests students almost always have access to participate in age-appropriate leadership opportunities	

Standard IV Governance, Management, and Operations: *In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.*

 Purpose setting questions:

1. What district/school policies, practices and procedures are in place to ensure the school's commitment to equity and diversity?
2. What are board policy and procedures relating to personnel recruitment, development, evalution and retention?
3. What are board policy and procedures relating to equitable resource allocation?
4. How do the board and superintendent monitor continuous improvement?
5. In what ways does the staff reflect the ethnic, linguistic, cultural and economic diversity represented by the students and community?

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: ***Students***		Indicator A: *The district/school creates policies and procedures that school personnel implement and monitor to ensure an inclusive learning environment that decreases isolation, separation, and segregation for students that are diverse because of their race, culture, language, academic ability, physical ability, gender, socio-economic status, immigration status, social-emotional needs, sexual orientation, religious affiliation, etc.*				
	IV.A.1	Evidence suggests district/school policies do not ensure an inclusive learning environment for students	Evidence suggests district/school policies minimally ensure an inclusive learning environment for students	Evidence suggests district/school policies ensure an inclusive learning environment for most students	Evidence suggests district/school policies always ensure an inclusive learning environment for all students	
	IV.A.2	Evidence suggests district/school policy do not address an inclusive learning environment	Evidence suggests district/school policy inconsistently address an inclusive learning environment	Evidence suggests district/school policy adresses an inclusive learning environment	Evidence suggests district/school policy clearly and consistently addresses an inclusive learning environment	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator B: *Personnel*		Indicator B: *The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel.*				
	IV.B.1	Evidence suggests school board policies and administrative procedures related to personnel are not documented	Evidence suggests school board policies and administrative procedures related to personnel are minimally documented or are documented but not implemented	Evidence suggests school board policies and administrative procedures related to personnel are documented and implemented	Evidence suggests school/district policies and administrative procedures related to personnel are well-documented and implemented with consistent and strategic approach	
	IV.B.2	Evidence suggests school board policies and administrative procedures relating to personnel are not documented nor implemented	Evidence suggests school board policies and administrative procedures relating to personnel are inconsistently implemented, include minimal documentation for recruiting processes, and include no partnering with outside organizations	Evidence suggests school board policies and administrative procedures relating to personnel are consistenly implemented, include documented provisions for recruiting processes, and include some partnering with outside organizations	Evidence suggests school board policies and administrative procedures relating to personnel are almost always implemented, include well-documented provisions for recruiting processes, and include partnering with outside organizations to enhance district/school capacity	
	IV.B.3	Evidence suggests school board policies and administrative procedures do not include documented provisions to ensure personnel are qualified	Evidence suggests school board policies and administrative procedures include minimal provisions to ensure personnel are qualified, minimally meeting licensure requirements	Evidence suggests school board policies and administrative procedures include documented provisions to ensure personnel are qualified, meeting licensure requirements	Evidence suggests school board policies and administrative procedures include well-documented provisions to ensure personnel are highly qualified, meeting or exceeding licensure requirements	
	IV.B.4	Evidence suggests school board policies and administrative procedures do not include documented provisions for evaluation of personnel	Evidence suggests school board policies and administrative procedures include minimally documented provisions for evaluation of some personnel	Evidence suggests school board policies and administrative procedures include documented provisions for evaluation of most personnel	Evidence suggests school board policies and administrative procedures include well-documented provisions for evaluation of virtually all personnel	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator B [con't.]	IV.B.5	Evidence suggests school board policies and administrative procedures do not include provisions for mentoring and induction of new staff	Evidence suggests school board policies and administrative procedures include minimally documented provisions for mentoring and induction of new staff	Evidence suggests school board policies and administrative procedures include documented provisions for mentoring and induction of new staff	Evidence suggests school board policies and administrative procedures include well-documented provisions for systematic mentoring and induction of new staff	
Indicator C: *Equitable Resource Distribution*		Indicator C: *The school board and superintendent work collaboratively to identify and allocate/reallocate fiscal resources needed for effective implementation of a comprehensive system of continuous improvement.*				
	IV.C.1	Evidence suggests neither the school board nor the superintendent develop policies and procedures to allocate resources	Evidence suggests the school board or superintendent independently develop policies and procedures to allocate resources in minimal alignment with district goals	Evidence suggests the school board and superintendent develop policies and procedures to allocate resources in alignment with district goals	Evidence suggests the school board and superintendent collaboratively develop policies and procedures to allocate resources in close alignment with district goals	
	IV.C.2	Evidence suggests the school board and superintendent do not allocate/reallocate fiscal resources	Evidence suggests the school board and superintendent inconsistently allocate/reallocate fiscal resources	Evidence suggests the school board and superintendent consistently allocate/reallocate fiscal resources	Evidence suggests the school board and superintendent almost always allocate/reallocate fiscal resources	
	IV.C.3	Evidence suggests the school board and superintendent do not use data to determine resource allocation	Evidence suggests the school board and superintendent use minimal data sources to determine resource allocation that may not support continuous improvement	Evidence suggests the school board and superintendent use some data sources to determine resource allocation in support of continuous improvement	Evidence suggests the school board and superintendent use multiple data sources to determine resource allocation in support of continuous improvement	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator D: *Data Collection and Technology Tools*		Indicator D: *The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure.*				
	IV.D. 1	Evidence suggests the school board and superintendent do not work together and do not communicate to monitor the implementation of a systematic continuous improvement process	Evidence suggests the school board and superintendent work independently and communicate inconsistently to monitor the implementation of a systematic continuous improvement process	Evidence suggests the school board and superintendent consistently work together and periodically communicate to monitor the implementation of a systematic continuous improvement process	Evidence suggests the school board and superintendent consistently work together and communicate frequently to monitor the implementation of a systematic continuous improvement process	
	IV.D. 2	Evidence suggests the school board and superintendent do not use data sources to monitor continuous improvement processes	Evidence suggests the school board and superintendent use minimal data sources on an infrequent basis to monitor continuous improvement processes	Evidence suggests the school board and superintendent use some data sources on a sporadic basis to monitor continuous improvement processes	Evidence suggests the school board and superintendent use multiple data sources in an ongoing basis to monitor continuous improvement processes	
	IV.D. 3	Evidence suggests the school board and superintendent do not monitor continuous improvement	Evidence suggests the school board and superintendent inconsistently monitor improvement	Evidence suggests the school board and superintendent often analyze data to monitor continuous improvement	Evidence suggests the school board and superintendent often analyze data in multiple ways (e.g., trend data, comparison data) to systematically monitor continuous improvement	
	IV.D. 4	Evidence suggests the district has no technology infrastructure	Evidence suggests the district has a technology infrastructure including minimal personnel support	Evidence suggests the district has a somewhat effective and somewhat efficient technology infrastructure including some personnel support	Evidence suggests the district has an effective and efficient technology infrastructure including personnel support	

Standard V Educator and Employee Quality: *In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.*

Purpose setting questions:

1. How are professional learning opportunities structured for all staff members so that the needs of all diverse learners are met?
2. How are professional learning opportunities determined that will be provided to staff members?
3. How are professional learning opportunities evaluated?
4. In what ways is collaboration embedded in practice?
5. What is the focus of staff collaboration?
6. How is educational practice evaluated?

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: *Professional Development*		Indicator A: *All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, emotional, and behavioral programming needs.*				
	V.A.1	Evidence suggests educators do not participate in professional learning opportunities	Evidence suggests few educators participate in appropriate professional learning opportunities	Evidence suggests most educators participate in some appropriate and coordinated professional learning opportunities	Evidence suggests virtually all educators participate in appropriate and coordinated professional learning opportunities	
	V.A.2	Evidence suggests professional growth opportunities do not provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic,physical, social, emotional, and behavioral programming needs	Evidence suggests professional growth opportunities inconsistently provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs	Evidence suggests professional growth opportunities consistently provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs	Evidence suggests professional growth opportunities almost always provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A [con't.]	V.A.3	Evidence suggests professional learning opportunities are not monitored for effectiveness of outcomes	Evidence suggests some professional learning opportunities are monitored for effectiveness of outcomes	Evidence suggests most professional learning opportunities are consistently monitored for effectiveness of outcomes	Evidence suggests virtually all professional learning opportunities are systematically monitored for effectiveness of outcomes	
	V.A.4	Evidence suggests opportunities for professional learning are not differentiated based on educator needs	Evidence suggests some opportunities for professional learning are differentiated based on educator needs	Evidence suggests most opportunities for professional learning are differentiated based on educator needs	Evidence suggests virtually all opportunities for professional learning are differentiated based on educator needs	
Indicator B: *Professional Collaboration*		Indicator B: *All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.*				
	V.B.1	Evidence suggests educators do not engage in collaborative inquiry and reflective practice	Evidence suggests some educators infrequently engage in collaborative inquiry and reflective practice including problem analysis, solution generation, and outcome evaluation	Evidence suggests most educators occasionally engage in collaborative inquiry and reflective practice including problem analysis, solution generation, and outcome evaluation	Evidence suggests virtually all educators consistently foster a culture of collaboration, inquiry, and reflective practice including problem analysis, solution generation, and outcome evaluation	Collab Lab Impact Teams Teach Measure Learn cycle
	V.B.2	Evidence suggests time is not devoted to educator collaboration	Evidence suggests time is periodically devoted to educator collaboration	Evidence suggests structured time is frequently devoted to effective educator collaboration	Evidence suggests structured time is regularly devoted to effective educator collaboration	
	V.B.3	Evidence suggests collaborative inquiry does not lead to implementation of effective strategies	Evidence suggests collaborative inquiry infrequently leads to implementation of effective strategies leading to improved outcomes for some students	Evidence suggests collaborative inquiry frequently leads to implementation of effective strategies leading to improved outcomes for most students	Evidence suggests collaborative inquiry consistently leads to implementation of effective strategies leading to improved outcomes for virtually all students	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator C: *Support Personnel Professional Development*		Indicator C: *All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.*				
	V.C.1	Evidence suggests support personnel do not participate in professional learning opportunities	Evidence suggests few support personnel participate in professional learning opportunities	Evidence suggests most support personnel participate in some professional learning opportunities	Evidence suggests virtually all support personnel participate in professional learning opportunities	
	V.C.2	Evidence suggests professional learning opportunities do not provide targeted knowledge and skills to improve professional practice	Evidence suggests some professional learning opportunities inconsistently provide targeted knowledge to improve professional practice	Evidence suggests most professional learning opportunities consistently provide targeted knowledge and skills to improve professional practice	Evidence suggests virtually all professional learning opportunities almost always provide targeted knowledge and skills to significantly improve professional practice	
	V.C.3	Evidence suggests professional learning opportunities are not coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests some professional learning opportunities are coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests most professional learning opportunities are moderately coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests virtually all professional learning opportunities are highly coordinated to improve academic, physical, social, emotional, and behavioral programming needs	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator D: *Evaluation, Feedback, and Support*		Indicator D: *All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.*				
	V.D.1	Evidence suggests an evaluation process is not implemented	Evidence suggests an evaluation process is implemented with some personnel	Evidence suggests a comprehensive evaluation process is consistently implemented with most personnel	Evidence suggests a comprehensive evaluation process is consistently implemented with all personnel	
	V.D.2	Evidence suggests personnel evaluation systems are not reviewed to monitor the effectiveness of the system	Evidence suggests personnel evaluation systems are periodically reviewed to monitor the effectiveness of the system	Evidence suggests personnel evaluation systems are frequently reviewed and analyzed to monitor the effectiveness of the system	Evidence suggests personnel evaluation systems are continuously reviewed and analyzed to monitor the effectiveness of the system	
	V.D.3	Evidence suggests licensed personnel do not individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved outcomes for students	Evidence suggests some licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved outcomes for students	Evidence suggests most licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved outcomes for students	Evidence suggests virtually all licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved outcomes for students	
	V.D.4	Evidence suggests licensed personnel do not individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	Evidence suggests some licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	Evidence suggests most licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	Evidence suggests virtually all licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	

Indicator		Level of Performance				Evidence/Data
Indicator D [con't.]		*Ineffective*	*Emerging*	*Accomplished*	*Exemplary*	
	V.D.5	Evidence suggests licensed personnel do not receive feedback for reflection on professional practice and to inform professional goals	Evidence suggests some licensed personnel receive targeted feedback for reflection on professional practice and to inform professional goals	Evidence suggests most licensed personnel receive periodic, targeted and meaningful feedback for reflection on professional practice and to inform professional goals	Evidence suggests virtually all licensed personnel receive frequent, targeted and meaningful feedback for reflection on professional practice and to inform professional goals	
	V.D.6	Evidence suggests licensed personnel evaluations are not based on data sources aligned to outcomes for students	Evidence suggests some licensed personnel evaluations are based on data sources aligned to outcomes for students	Evidence suggests most licensed personnel evaluations are based on multiple data sources aligned to outcomes for all students	Evidence suggests virtually all licensed personnel evaluations are based on multiple relevant data sources aligned to outcomes for all students	

Standard VI Family and Community Engagement: *In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, (linguistic, if applicable) and academic growth.*

Purpose setting questions:

1. How are primary caregivers and community stakeholders involved with the educational process?
2. How does the district/school communicate and collaborate with primary caregivers and community stakeholders?

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: *School-to-home Connections*	VI.A.1	Indicator A: *District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.*				
		Evidence suggests district and school structures are not implemented to support ongoing communication with primary caregivers as allowed by law	Evidence suggests district and school structures are sometimes implemented to support ongoing communication with some primary caregivers as allowed by law	Evidence suggests district and school structures are frequently implemented to support ongoing communication with most primary caregivers as allowed by law	Evidence suggests district and school structures are regularly implemented to support ongoing communication with virtually all primary caregivers as allowed by law	
	VI.A.2	Evidence suggests district/school personnel and primary caregivers do not utilize a variety of communication strategies that take into account the diversity of district/school population	Evidence suggests district/school personnel and primary caregivers sometimes utilize a variety of communication strategies that take into account the diversity of district/school population including appropriate native/home languages	Evidence suggests district/school personnel and primary caregivers frequently utilize a variety of communication strategies that take into account the diversity of district/school population including appropriate native/home language	Evidence suggests district/school personnel and primary caregivers regularly utilize a variety of communication strategies that take into account the diversity of district/school population including appropriate native/home languages	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A [cont.]	VI.A.3	Evidence suggests district/school personnel do not utilize two-way communication with primary caregivers to provide mutual supports and guidance as allowed by law	Evidence suggests district/school personnel sometimes utilize two-way communication, using diverse languages, with primary caregivers to provide mutual supports and guidance as allowed by law	Evidence suggests district/school personnel frequently utilize two-waycommunication, using diverse languages, with primary caregivers to provide mutual supports and guidance as allowed by law	Evidence suggests district/school personnel regularly utilize two-way communication, using diverse languages, with primary caregivers to provide mutual supports and guidance as allowed by law	
	VI.A.4	Evidence suggests district/school personnel do not provide meaningful information for primary caregivers on aspects of student learning	Evidence suggests district/school personnel sometimes provide meaningful information for primary caregivers on some aspects of student learning	Evidence suggests district/school personnel frequently provide and give primary caregivers access to meaningful information for most aspects of student learning	Evidence suggests district/school personnel regularly provide and give primary caregivers access to meaningful information for virtually all aspects of student learning	
Indicator B: *Student Personal Development*		Indicator B: *The district and school leverage existing resources to provide a coordinated system of support for the whole child.*				
	VI.B.1	Evidence suggests district/school personnel do not prioritize resources to include a coordinated system of support for the whole child	Evidence suggests district/school personnel sometimes prioritize resources to include a minimally coordinated system of support for the whole child	Evidence suggests district/school personnel frequently prioritize resources to include a coordinated system of support for the whole child	Evidence suggests district/school personnel regularly prioritize resources to include a well-coordinated system of support for the whole child	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator C: **Student Advocates**		Indicator C: *Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of a coordinated system to address the needs of the whole child.*				
	VI.C.1	Evidence suggests district/school personnel do not communicate nor solicit input with primary caregivers and some relevant community agencies/partners	Evidence suggests district/school personnel sometimes communicate and solicit input with primary caregivers and some relevant community agencies/partners	Evidence suggests district/school personnel frequently communicate and solicit input with primary caregivers and most relevant community agencies/partners	Evidence suggests district/school personnel regularly communicate and solicit input with primary caregivers and virtually all relevant community agencies/partners	
	VI.C.2	Evidence suggests district/school personnel do not partner with relevant community agencies to provide supports to meet the needs of the whole child	Evidence suggests district/school personnel sometimes partner with some relevant community agencies to provide supports to meet the needs of the whole child	Evidence suggests district/school personnel frequently partner with most relevant community agencies to provide supports to meet the needs of the whole child	Evidence suggests district/school personnel regularly partner with virtually all relevant community agencies to provide supports to meet the needs of the whole child	

Standard VII Student and Learning Development: *In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.*

Purpose setting questions:

1. How do districts/schools plan for instruction? How do districts/schools ensure an inclusive and broad curriculum?
2. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/framework)?
3. To what extent is there alignment among programs (i.e. special education, English learners, etc,)?
4. What supports does a district/school provide for instructional planning?
5. How does the district/school evaluate the effectiveness of the instructional environment?
6. How does the district/school meet the needs of every student [including various ethnicities, linguistic abilities, etc]?
7. How does the district/school's evaluation system support effective instruction for every student?

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: *Instructional Planning and Preparation*		Indicator A: *Instructional staff and district/school leadership ensure that instructional planning is based on the district's curriculum as aligned with established learning standards and as supported by appropriate resources, funding resources, program and professional development.*				
	VII.A.1	Evidence suggests instructional staff do not document instructional planning [such as use of curriculum maps] and planning is not based on district curriculum	Evidence suggests instructional staff sometimes documents instructional planning [such as use of curriculum maps] and that planning is sometimes based on district curriculum	Evidence suggests instructional staff consistently documents instructional planning [such as use of curriculum maps] and that planning is consistently based on district curriculum	Evidence suggests instructional staff almost always documents instructional planning [such as use of curriculum maps] and that planning is always based on district curriculum	
	VII.A.2	Evidence suggests district/school leadership do not ensure that instructional planning documents are based on district curriculum	Evidence suggests district/school leadership ensure that instructional planning documents are sometimes based on district curriculum	Evidence suggests district/school leadership ensure that instructional planning documents are consistently based on district curriculum fully aligned with appropriate learning standards and frameworks	Evidence suggests district/school leadership ensure that instructional planning documents are almost always based on district curriculum fully aligned with appropriate learning standards and frameworks	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A [con't.]	VII.A.3	Evidence suggests instructional staff and district/school leadership do not utilize vertically and horizontally aligned curriculum in planning and monitoring instruction	Evidence suggests instructional staff and district/school leadership sometimes utilize vertically and horizontally aligned curriculum in planning and monitoring instruction	Evidence suggests instructional staff and district/school leadership consistently utilize vertically and horizontally aligned curriculum in planning and monitoring instruction	Evidence suggests instructional staff and district/school leadership almost always utilize vertically and horizontally aligned curriculum in planning and monitoring instruction	
	VII.A.4	Evidence suggests instructional staff and district/school leadership do not ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	Evidence suggests instructional staff and district/school leadership sometimes ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	Evidence suggests instructional staff and district/school leadership consistently ensure that district curriculum is rigorous and emphasizes high level thinking/ reasoning	Evidence suggests instructional staff and district/school leadership almost always ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	
	VII.A.5	Evidence suggests instructional staff and district/school leadership do not ensure support of instructional planning through allocation of appropriate resources [i.e. materials, time, funding, etc.]	Evidence suggests instructional staff and district/school leadership ensure limited support of instructional planning through allocation of appropriate resources [i.e. materials, time, funding, etc.]	Evidence suggests instructional staff and district/school leadership ensure moderate support of instructional planning through allocation of appropriate resources [i.e. materials, time, funding, etc.]	Evidence suggests instructional staff and district/school leadership ensure support of instructional planning through allocation of appropriate resources [i.e. materials, time, funding, etc.]	
	VII.A.6	Evidence suggests instructional staff and district/school leadership do not ensure support of instructional planning through appropriate professional development	Evidence suggests instructional staff and district/school leadership ensure limited support of instructional planning through appropriate professional development	Evidence suggests instructional staff and district/school leadership ensure moderate support of instructional planning through appropriate professional development	Evidence suggests instructional staff and district/school leadership ensure regular support of instructional planning through appropriate professional development	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator B: *Instructional Environment*		Indicator B: *Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, native/home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.*				
	VII.B.1	Evidence suggests instructional staff and district/school leadership do not collaborate in planning and reviewing relevant aspects of the instructional environment	Evidence suggests instructional staff and district/school leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment	Evidence suggests instructional staff and district/school leadership consistently collaborate in planning and reviewing relevant aspects of the instructional environment	Evidence suggests instructional staff and district/school leadership almost always collaborate in planning and reviewing relevant aspects of the instructional environment	
	VII.B.2	Evidence suggests instructional staff and district/school leadership do not ensure that instruction engages students	Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction engages some students	Evidence suggests instructional staff and district/school leadership consistently ensure that instruction engages students	Evidence suggests instructional staff and district/school leadership almost always ensure that instruction engages virtually all students	
	VII.B.3	Evidence suggests instructional staff and district/school leadership do not ensure that instruction is effective and utilizes research-based practices	Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction is effective and utilizes research-based practices	Evidence suggests instructional staff and district/school leadership consistently ensure that instruction is effective and utilizes research-based practices	Evidence suggests instructional staff and district/school leadership almost always ensure that instruction is effective and utilizes research-based practices	
	VII.B.4	Evidence suggests instructional staff and district/school leadership do not ensure that instruction addresses the academic and social-emotional needs of the whole child	Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction addresses the academic and social-emotional needs of whole child	Evidence suggests instructional staff and district/school leadership consistently ensure that instruction addresses the academic and social-emotional needs of whole child	Evidence suggests instructional staff and district/school leadership almost always ensure that instruction addresses the academic and social-emotional needs of whole child	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator C: *Delivery of Instruction*		Indicator C: *Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.*				
	VII.C.1	Evidence suggests instructional staff are not supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are minimally supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are fully supported by district/school leadership to utilize research-based strategies	
	VII.C.2	Evidence suggests instructional staff do not utilize research-based strategies for instruction, evaluation, and assessment	Evidence suggests instructional staff sometimes utilize research-based strategies for instruction, evaluation, and assessment	Evidence suggests instructional staff consistently utilize research-based strategies for instruction, evaluation, and assessment	Evidence suggests instructional staff almost always utilize research-based strategies for instruction, evaluation, and assessment	
	VII.C.3	Evidence suggests instructional staff do not use strategies to continuously monitor instruction	Evidence suggests instructional staff sometimes use strategies to continuously monitor instruction	Evidence suggests instructional staff consistently use strategies to continuously monitor instruction	Evidence suggests instructional staff almost always use strategies to continuously monitor instruction	
	VII.C.4	Evidence suggests instructional staff do not utilize instructional data to adjust strategies and supports to meet the needs of the whole child	Evidence suggests instructional staff sometimes utilize instructional data to adjust strategies and supports to meet the needs of the whole child	Evidence suggests instructional staff consistently utilize instructional data to adjust strategies and supports to meet the needs of the whole child	Evidence suggests instructional staff almost always utilize multiple sources of data to adjust strategies and supports to meet the needs of the whole child	

Indicator		Level of Performance				Evidence/Data
		Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator D: ***Professional Responsibilities***		Indicator D: *Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the district/school to improve teaching and learning.*				
	VII.D.1	Evidence suggests instructional staff and district/school leadership do not monitor the entire teacher evaluation system for consistent implementation	Evidence suggests instructional staff and district/school leadership sometimes monitor in a systemic and collaborative manner the entire teacher evaluation system for consistent implementation	Evidence suggests instructional staff and district/school leadership consistently monitor in a systemic and collaborative manner the entire teacher evaluation system for consistent implementation	Evidence suggests instructional staff and district/school leadership regularly monitor in a systemic and collaborative manner the entire teacher evaluation system for consistent implementation	
	VII.D.2	Evidence suggests instructional staff and district/school leadership do not monitor the teacher evaluation system to support improvements in teaching and learning	Evidence suggests instructional staff and district/school leadership sometimes monitor and adjust in a systemic and collaborative manner the teacher evaluation system to support improvements in teaching and learning	Evidence suggests instructional staff and district/school leadership consistently monitor and adjust in a systemic and collaborative manner the teacher evaluation system to support improvements in teaching and learning	Evidence suggests instructional staff and district/school leadership regularly monitor and adjust in a systemic and collaborative manner the teacher evaluation system to support improvements in teaching and learning	
	<u>VII.D.3</u>	Evidence suggests instructional staff and district/school leadership do not monitor the teacher evaluation tools, instruments, and process to ensure the evaluation system mitigates impact from inherent biases toward diverse teacher populations	Evidence suggests instructional staff and district/school leadership sometimes monitor in a systemic and collaborative manner the teacher evaluation tools, instruments, and process to ensure the evaluation system mitigates impact from inherent biases toward diverse teacher populations	Evidence suggests instructional staff and district/school leadership consistently monitor in a systemic and collaborative manner the teacher evaluation tools, instruments, and process to ensure the evaluation system mitigates impact from inherent biases toward diverse teacher populations	Evidence suggests instructional staff and district/school leadership regularly monitor in a systemic and collaborative manner the teacher evaluation tools, instruments, and process to ensure the evaluation system mitigates impact from inherent biases toward diverse teacher populations	