Teacher Name _____ Mrs./Mrs. X _____

Evaluator _____ Nancy Wiese _____

Teaching
Assignment _____ Any Grade _____

School _____ Millikin Elementary _____

Date of Pre-Observation Conference	1/25/13
Date of Observation	1/28/13
Date of Post-Observation Conference	1/30/13
Date Teacher was provided Draft of Summative Evaluation	1/30/13
Date of Final Summative Evaluation Conference	1/31/13

A vital component of the Professional Improvement Program in Geneseo District #228 is that of evaluation. The basic premise of the evaluation is to improve instruction. Based upon the teacher's strengths and weaknesses, the focus of the evaluation will be on the improvement of each individual's teaching performance.

Definitions: Teacher Performance Ratings

Excellent

An excellent teacher is a highly competent professional. Documented observations indicate performance of commendable quality. Multiple strengths in many skill areas are in evidence when teacher performance is related to the Teacher Evaluation Criteria. Any identified weaknesses may be improved without the formal intervention of an administrator.

Proficient

A proficient teacher is a competent professional. Documented observations indicate that the teacher meets the expectations and requirements of the district. The teacher may need improvement in some specific areas. Identified weaknesses may be improved by the teacher or by implementation of a professional growth plan.

Needs Improvement

A teacher who "needs improvement" is one who is committed to improvement, but who needs formal interventions to improve performance and who requires a formal professional growth plan. The teacher needs to improve significantly in specific areas, and perhaps in all four of the summative areas.

Unsatisfactory

An unsatisfactory teacher does not meet the expectations and/or requirements of the district. Documented observations indicate significant weaknesses in skill areas when teacher performance is related to the Teacher Evaluation Criteria. Identified weaknesses may require direct intervention by an administrator. If the teacher's performance results in an overall rating of "unsatisfactory", the Geneseo Process For Teacher Remediation will be implemented. Successful remediation of deficiencies and an overall rating of "Proficient" are necessary to remain an employee of the district.

OVERALL SUMMATIVE RATINGS WILL BE CALCULATED USING THE MATRIX IN EVALUATION APPENDIX A.

INDIVIDUAL DOMAIN RATINGS WILL BE CALCULATED USING THE SAME 4 PT SYSTEM TO AVERAGE EACH DOMAIN TO DERIVE A DOMAIN LABEL (E, P, NI, U)

EXCELLENT = 4   PROFICIENT = 3   NEEDS IMPROVEMENT =2   UNSATISFACTORY = 1

A. Productive Teaching Techniques	SCORE
1. The teacher demonstrates effective planning skills	4
2. The teacher implements the lesson plan	4
3. The teacher communicates effectively with students	3

4. The teacher prepares and uses evaluation activities that are fair and consistent.

3

5. The teacher provides opportunities for individual differences.

3

6. The teacher displays competency of subject matter.

3

7. The teacher uses technology to enhance instruction, student learning and assessment.

3

8. The teacher uses effective questioning techniques.

3

Summative Area Average

3.25

Summative Area Label (From Matrix)   Proficient

Comments:

Planning for instruction

Mrs./Mr. X follows district-approved curriculum. The lesson observed was based upon the approved curriculum for the content taught. Mrs./Mr. X followed the GoMath lesson plan with an expection of one section. This omission did not take away from the lesson. It instead, according to Mrs./Mr. X, avoided confusion on the part of the students. Mrs./Mr. X identifies appropriate instructional objectives. Knowledge of students to design educational experiences is used. Mrs./Mr. X selects a variety of teaching methods and procedures along with a variety of student activities. Whole group instruction, think-pair-share, question/answer, geo boards, and direction instruction were used. Instructional activities are planned for the entire period. Mrs./Mr. X uses technologies to provide examples and situations to enhance student learning and shows competency in the use of hardware and software. Mrs./Mr. X utilizes technologies for administrative and grading purposes. Mrs./Mr. X accesses Internet resources and uses presentation, or interactive software for classroom presentations and student learning activities.

Instructional Delivery

Mrs./Mr. X states and posts instructional objectives and previews the lesson with the students at the beginning of the class period. Students are encouraged to think creatively, solve problems, interpret data and demonstrate knowledge and skills. Guided practice is used to reinforce concepts. Opportunities are provided for each student to participate. Participation was through question/answer, think-pair-share and opportunity to show their work on the board. Mrs./Mr. X checks for understanding and independent practice activities are provided. Closure to the lesson includes students' demonstration of concepts learned. Mrs./Mr. X speaks clearly and presents content logically using effective verbal and nonverbal techniques. Students developed gestures to help understand and to remember definitions. Clear, explicit directions are given. Mrs./Mr. X uses effective questioning techniques. Knowledge is exhibited of the subject and uses that knowledge to provide examples that enrich the student's understanding. Accurate information is imparted to the class. Mrs./Mr. X uses vocabulary appropriate to content area and course level.

Assessment

Methods and standards of evaluation are clearly communicated. Both formative and summative evaluation procedures are used. Student progress is monitored through a series of formative and summative evaluation techniques. Reteaching occurs for students that are having difficulty. Spiraling is visable and regularly used. Evaluation activities are used which assess student learning of lesson(s) content. Student work is corrected and returned within an appropriate period of time. Mrs./Mr. X gives written comments and assigns points or scores to student work. Corrected work is

reviewed with students. Progress monitoring of students and analysis of student achievement data is used to plan instruction. Mrs./Mr. X administers district-constructed, criterion-referenced, and/or standardized tests. Individualized Educational Programs (IEPs) and RtI plans as required are implemented.

B. Effective Classroom Management

	SCORE
1. The teacher ensures maximum time on task	4
2. The teacher has clear expectations for student behavior, monitors that behavior and responds appropriately to misbehavior.	4
3. The teacher manages constraints and interruptions.	4

Summative Area Average — 4.00

Summative Area Label (From Matrix) — Excellent

Comments:

Mrs./Mr. X minimizes management time by beginning the class work promptly, minimizes transition time, reinforces students who spend time on task and redirects students who are not on task. Mrs./Mr. X supervises seatwork and actively engages students in class work. Mrs./Mr. X presents and uses a clear and understandable set of rules and procedures. Expectations and consequences for behavior are defined. Expectations of wanted behaviors is expressed before students begin independent practice. Students are continuously monitored and off task behaviors are addressed. Mrs./Mr. X uses the available classroom space efficiently. Interruptions are limited by giving complete and concise directions. Necessary materials are readily accessible to self and students.

C. Positive Interpersonal Relations

	SCORE
1. The teacher motivates students.	4
2. The teacher demonstrates effective interpersonal relations with others	4
3. The teacher strives to meet the needs of all students.	3
4. The teacher demonstrates sensitivity in relating to students.	4
5. The teacher promotes self-discipline and responsibility.	4

Summative Area Average — 3.80

Summative Area Label (From Matrix) — Excellent

Comments:

Mrs./Mr. X addresses each student by name. Students' accomplishments are acknowledged with positive praise. Positive reinforcements are regularly heard throughout the class period. Methods to stimulate creative thinking and expression are used. Mrs./Mr. X conveys enthusiasm for the subject matter and student participation. Mrs./Mr. X finds connections to the students every day lives in each lesson. Mrs./Mr. X works cooperatively with other teachers and support personnel. Mrs./Mr. X works and communicates with parents in the best interest of the student. Uniqueness of individual students is recognized. Mrs./Mr. X shows awareness of the physical development of students and is aware of special health and safety needs of students. Opportunities for all students to meet success regularly and to achieve recognition are provided. Mrs./Mr. X is available to all

students for extra help. The rights of others to hold differing views or values are acknowledged. Mrs./Mr. X gives constructive criticism. An effort to know students as individuals is made. Discretion is used in handling personal matters and difficult situations. Respect, sensitivity, and understanding when communicating with students are shown. Mrs./Mr. X helps students develop efficient learning skills and work habits. Students are helped to develop the ability to work independently. Mrs./Mr. X encourages students to assume responsibility for their own personal conduct and performance.

D. Professional Responsibilities SCORE
1. The teacher demonstrates professionalism towards students. 4
2. The teacher demonstrates professionalism towards parents/guardians. 4
3. The teacher demonstrates professionalism towards colleagues. 4
4. The teacher contributes to a positive school climate. 4

Summative Area Average 4.00
Summative Area Label (From Matrix) Excellent

Comments:

Mrs./Mr. X provides opportunities for individual conferences with parents/guardians and responds appropriately to parental concerns. Mrs./Mr. X uses a wide range of communication tools including email, blogs and phone calls to interact with the community, parents and students. When working with colleagues, promptly provides accurate data and information as requested. Mrs./Mr. X seeks and used advice of other professionals as needed. She is receptive to constructive criticism and uses recommendations to improve her teaching. Mrs./Mr. X participates and contributes during district inservice programs, and department, grade level and faculty meetings. Mrs./Mr. X promotes positive thinking and actions toward students and adults in the school building and throughout the district. Mrs./Mr. X's actions as a teacher show that she believes that all children have the right to a quality education and the opportunity to learn.

School regulations and policies are supported. Mrs./Mr. X assumes responsibilities outside the classroom as they relate to school. She is currently a member of the school improvement committee. Reasonable responsibility for management of students throughout the school building and grounds is exercised. Mrs./Mr. X is punctual in reporting to work and to other specific duty assignments.

OVERALL SUMMATIVE RATING 3.65
OVERALL SUMMATIVE LABEL Proficient

EVALUATOR'S RECOMMENDATIONS:

A. Productive Teaching Techniques:
1. GoMath is designed to build basic comprehension and then to take the students into deeper analytical thinking. It is recommended Mrs./Mr. X learn from this design and to transfer that learning to other subjects. Bloom's Taxonomy and Webb's Depth of Knowledge informational sheets have been shared with Mrs./Mr. X which will help in formulating questioning to take students to another level of thought.
2. It is recommended Mrs./Mr. X familiarizers herself with Danielson's Framework for Teaching

Domain 3b rubric, particularly: Using questioning/prompts and discussion. A distinquished teacher: "uses open-ended questions, inviting students to think and/or have multiple possible answers; makes effective use of wait time; initiates higher-order questions; extends the discussion enriching it; invites comments from their classmates during a discussion, etc." More examples can be found in the Danielson book distributed to the District teachers. Information in the book and inservices will help Mrs./Mr. X become an outstanding professional.
3. When discovering a student is having problems with a concept, chances are other students may be having the same difficulty. Address the entire class and assess. Reteach when necessary and/or restate in a different manner to gain student understanding.

My signature indicates that my evaluator has had a summative conference with me regarding this evaluation. I received a copy of the completed evaluation instrument prior to my final summative conference.

TEACHER _____ DATE _____

EVALUATOR _____ DATE _____

	Domain 1	Domain 2	Domain 3	Domain 4	Total Pts	Average	Summative Rating
A	4	4	4	4	16	4.00	E
B	4	4	4	3	15	3.75	E
C	4	4	3	3	14	3.50	P
D	4	4	4	2	14	3.50	P
E	4	3	3	3	13	3.25	P
F	4	4	4	1	13	3.25	P
G	4	4	2	2	12	3.00	p
H	4	3	3	2	12	3.00	P
I	3	3	3	3	12	3.00	P
J	3	3	3	2	11	2.75	P
K	3	3	2	2	10	2.50	NI
L	3	3	3	1	10	2.50	NI
M	3	3	3	1	10	2.5	NI
N	3	2	2	2	9	2.25	NI
O	3	2	2	1	8	2.00	NI
P	2	2	2	2	8	2.00	NI
Q	2	2	2	1	7	1.75	NI
R	2	2	1	1	6	1.5	U
S	2	1	1	1	5	1.25	U

| T | 1 | 1 | 1 | 1 | 4 | 1 | U |

OVERALL RATINGS

E=   3.75-4.00
P=   2.75-3.74
NI=   1.75-2.74
U=   1.00-1.74

Geneseo CUSD 228
648 N. Chicago St
Geneseo, IL 61254
Leadership Assessment of Professional Standards including Student Learning Measures
2012-13 SELF EVALUATION

Date: _____

Principal: _____

Assignment: _____

Standards Rating Avg.: **#VALUE!**

Student Growth Rating: **#REF!**

Final Numeric Rating: **#VALUE!**

Final Rating Values:

Unsatisfactory	0.00 - 1.99	
Needs Improvement	2.00 - 2.74	
Proficient	2.75 - 3.24	
Excellent	3.25 - 4.00	

The Geneseo CUSD 228 Principal's Performance Evaluation Program is a locally developed leadership assessment model with the professional standards component comprising 75% of the overall rating (2012-13 and 2013-14 only then 70% thereafter) and student growth as a significant factor in the evaluation making up 25% of the overall rating (2012-13 and 2013-2104, the 30%).

Standard I - Living a Mission, Vision, and Beliefs for Results (1)	#VALUE!
Standard II - Leading and Managing Change (2)	#VALUE!
Standard III - Improving Teaching and Learning (3)	#VALUE!
Standard IV - Building and Maintaining Collaborative Relationships (2)	#VALUE!
Standard V - Leading with Integrity and Professionalism (1)	#VALUE!
Standard VI - Creating and Sustaining a Culture of High Expectations (1)	#VALUE!
Standards Rating Average:	**#VALUE!**

All Overall Standards Ratings must be "Needs Improvement" or better or the rating for the Professional Standards component will be listed as "**Unsatisfactory**".

Professional development activities (Administrator Academies, graduate work, workshops, etc) attended and earned credits this contract year:

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STANDARD I LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
I-a Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to school improvement for all learners.					
Collaborates to Develop and Maintain a Shared Vision of High Expectations	Co-creates a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness.	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development and maintenance of the vision.	Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations.	1) There is a visible alignment between the vision and the school goals (observations and artifacts: the School Improvement Plan, School Report Card, and grade level goals) 2) School vision and goals are shared with stakeholder groups (observations and artifacts: presentation to stakeholders) 3) Building level staff development plan supports and is aligned to the School Improvement Plan (SIP) and the district vision and mission (observations and artifacts: the SIP and the building development plan. 4) Written values and beliefs reflect high expectations for all students (observations and artifacts: school level and grade level goals.
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
I -b Ensures that the school's identity, vision, and mission drive the school.					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Ensures vision and mission drive school decisions.	Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission to make instructional decisions.	Uses the vision and mission to make all decisions, creates and uses protocols aligned to the vision and mission to make decisions.	Refers to school vision when making decisions but may not be guided by that vision.	Actions contradict the school vision or demonstrate inconsistency between stated beliefs and actions.	1. Building wide goals and vision are shared and widely known within the school community (Observations and artifacts: posters and newsletters) 2. Parents, staff, and others are clear about academic expectations and homework guidelines. (Observations and artifacts: homework policy, academic guidelines, parent handbook.) 3. Team meetings focus on improving student achievement. Observations and artifacts: team meeting agendas and minutes)
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Confronts Low Expectations	Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations: contests or eliminates courses and grading policies that contradict the vision and mission.	Consistently address staff who contradict the vision by displaying low expectations; contests class offerings and grading policies that contradict the vision.	Inconsistently addresses staff who have low expectations; attempts to implement grading policies that support the vision and mission.	Does not confront staff who have low expectations for some or all students.	1. Academic work and homework guidelines are shared with parents, staff and others to ensure that expectations are clear to all (Observations and artifacts: homework policy and academic guidelines) 2. Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students. (Observations and artifacts: PLC learning agendas and plans) 3. Rigorous course content is accessible to all students. (Observations and artifacts: student's course load, schedules, and sub-group data.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

I-c Conducts difficult but crucial conversations with individuals teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Conducts Difficult Conversations To Improve Student Results	Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams, and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data.	Addresses areas of underperformance in a timely manner with individuals, team and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.	Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results.	Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results.	1. School staff development plan addresses difficult conversations to improve and enhance student learning. (Observations and artifacts: School Improvement Plan) 2. Teacher conversations and meeting are focused on improving student achievement and demonstrate high expectations. (Observations and artifacts: team meeting minutes or staff development plans) 3. Faculty meetings are focused on improving results. (Observations and artifacts: meeting agendas and minutes.
Indicator Rating:					

STANDARD I Rating:	#VALUE!				

STANDARD II LEADING AND MANAGING SYSTEMS CHANGES

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

II-a Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student performance.

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Assesses the Current State of School Performance	Completes a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes.	Assesses the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous year's school improvement plan to track and review progress.	Uses limited data to assess current student achievement results and school practices.	Does not ask the current state of the school and/or does not use data to assess student achievement or overall school performance.	1. Uses disaggregated student data to determine the current state of the school. (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, and the SIP. 2. SIP reflects current state of the school developed through analysis of disaggregated data. (Observations and artifacts: grade level targets, analysis of data, RtI data and team minutes, formative and summative assessment analysis, and the SIP.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Develops a School Improvement Plan	Uses a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress and creates a detailed SIP that identifies a strategy to reach school-wide targets and goals.	Uses the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas' targets; names milestones and benchmarks of student progress and develops a SIP that identifies a strategy to reach school-wide targets and goals.	Uses limited data to identify priority areas for improvement and sets some measureable school-wide goals; names a few milestones and benchmarks of student progress and develops a SIP that identifies a limited strategy to reach school-wide goals.	Does not use data to identify priority areas or goals for improvement; has no way to track progress; does not complete a SIP and/or creates a plan that is not aligned to school priorities for improvement.	1. The SIP identifies strategies to reach school and grade level or other relevant targets, departments, etc. (Observations and artifacts: the SIP, presentation or materials on data and how data will be used. 2. Grade level or relevant building targets are derived from the assessment of the current state and support the SIP. (Observations and artifacts: grade level or other relevant building targets, analysis of data, RtI data and team minutes, formative and summative analysis, and the SIP.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Maintains a Focus On Results	Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school.	Demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not concretely connect the goals to the day-to-day work of the school and implements a limited number of strategies to reach results.	Does not maintain focus on improving results or meeting school goals - rarely refers to goals and does not identify and/or implement strategies to reach results.	1. Faculty assumes share accountability to reach goals (Observations and artifacts: staff goals aligned to school goals, school staff development plan, and team meetings focus on student results. 2. Staff adjust strategies and plans if interim benchmarks are not met. (Observations and artifacts: grading systems that focus on meeting standards over time, RtI data and meeting minutes, and analysis of disaggregated data) 3. Student and staff successes are celebrated when milestones and benchmarks are met. (Observations and artifacts: assemblies and recognition programs)
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Creates a Safe, Clean, and Orderly Learning Environment	Plans for and implements facility and equipment expansions and improvements and identifies creative solutions to maximize space; complies with all components of the safety drill and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety.	Ensures learning environment is conducive to learning and is positive; supervises facilities and equipment management to enhance that the school environment is safe; complies with the Illinois Safety Drill Act.	Ensures that the school environment is relatively safe and is in basic compliance with the School Safety Act.	Does not ensure that the school is safe; does not comply with the School Safety Act.	1. Routines and procedures are in place, discussed, and implemented. (Observations and artifacts: severe weather drill plans, school crisis plan, completed Illinois drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty and hall duty schedules. 2. School is clean and safe - all basic facilities are in working order. (Observations and artifacts: bathrooms, windows, sinks, locks.) 3. Physical plant supports major academic priorities/initiatives. (Observations and artifacts: reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Allocates Resources to Support Student Learning	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of the SIP targets; builds a capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas.	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the schools goals, and ensures the school is financially secure in the long term.	Sees the school's resources as given and is not knowledgeable of possibilities for addressing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school's goals.	Unable to accurately assess and/or leverage school and district resources; does not effectively manage the building budget.	1. Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment (Observations and artifacts: building staff development plan, budget, professional learning structures, and the SIP. 2) Finances and other resources are aligned with strategic priorities. (Observations and artifacts: budget and run rate.) 3. Support Staff (e.g. ELL, literacy and math teachers and gifted and talented instructors) are strategically utilized to support the implementation of the SIP (Observations and artifacts: teacher schedules, the SIP, and school budget.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Prioritizes Time	Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities.	Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting activities.	Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time-wasting or low impact activities.	1. Organizes adults into learning communities whose goals are aligned with those of the district and the school. (Observations and artifacts: Building staff development plan and calendar of professional learning.) 2. School time is focused on the improvement of student achievement in alignment with the SIP and the district and school goals. (Observations and artifacts: periodic assessments, team meetings and team minutes, walk-through data.)
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Employs Current Technologies	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents.	Identifies and consistently applies new technologies to improve and support leadership and management functions.	Demonstrates limited knowledge and application of current technologies to support leadership and management functions.	Does not utilize current technology to support leadership and management functions.	1. Communication among leadership, staff, students and parents utilizing current technological tools. 2. Models incorporation of various current technological hardware and software resources/tools.
Indicator Rating:					

Overall Standard II Rating: #VALUE!

STANDARD III IMPROVING TEACHING AND LEARNING

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
III-a Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.					
Implements Curriculum Scope and Sequence	Ensures year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence.	Improves components of the instructional scope and sequence to improve alignment with year end goals.	Attempts to ensure scope and sequence are aligned with year end goals.	Does not or cannot ensure scope and sequence align to year end goals.	1. Systems ensure the lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track. (Observations and artifacts: assessment calendar and grade and content curriculum guide. 2. Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Common Core standards. (Observations and artifacts: staff lesson plans.
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Reviews Instructional Practices	Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports the learning of all students.	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices.	Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices.	1. Staff have a broad repertoire of instructional strategies that they reference in their lesson plans. (Observations and artifacts: staff lesson plans, teacher observations, walk throughs and evaluations, and instructional strategy professional development session plan.) 2. Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards. (Observations and artifacts: staff lesson plans, teacher observations and evaluations.) 3. Consistent practices are observable across multiple classrooms. (Observations and artifacts: lesson plans, walkthroughs and teacher observations.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
III-b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate successes.					
Implements Data Driven Decision Making	Consistently uses and analyses multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.	Uses data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school-wide strategies for instructional improvement.	Uses a few data sources to drive instructional direction and uses data appropriately to identify school-wide areas of improvement.	Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.	1. Key data is reviewed at every meeting and all teachers are aware of school and grade targets and have aligned individual targets for their students. (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, the SIP, and evidence of how data is used.) 2. Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement. (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, the SIP, and evidence of how data is used. 3. Multiple analyses of student performance data is examined to support decision making. (Observations and artifacts: grade level performance data, subject-area performance data, individual student performance data, student work and evidence of data use in team meetings and planning.
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
III-b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate successes.					
Implements Data Driven Instruction	Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals.	Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school-wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.	Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices.	Unable to lead staff though continuous data review or lacks consistency in implementation	1. Continuous data review process is in place to ensure that students learned taught material. (Observations and artifacts: analyses of interim and formative assessments, classroom observations, and re-teaching based on results.) 2. Multiple analyses of student performance data is examined to support informed decision making. (Observations and artifacts: grade level performance data, subject-area performance data, classroom level performance data, individual student performance date, and evidence of data use in team meetings and planning.) 3. Clear re-teaching plans are used to guide the work of individual teachers. (Observations and artifacts: re-teaching plan, teacher observations.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
III-c Implements student interventions that differentiate instruction based on student needs.					

| Uses Disaggregated Data | Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps and uses data to quickly determine appropriate interventions for students or subgroups not making progress. | Uses disaggregated data to support differentiation and re-teaching but does not ensure that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school-wide learning gaps and to determine appropriate interventions. | Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data. | Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions. | 1. Differentiated classroom activities based on students reading or achievement levels are present in every classroom. (Observations and artifacts: classroom observations, lesson plans student work.) 2. Disaggregated student data informs instruction. (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, the SIP, and evidence of how data is used.) 3. Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress. (Observations and artifacts: individual student performance data, professional learning on differentiation, RtI team minutes and data, student work, classroom observations of differentiated instruction.) 4. Most effective teachers are teaching the students with the greatest needs for growth. (Observations and artifacts: student data. teacher evaluation data) |
| | Indicator Rating: | | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

III-d Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.

| Select and Assigns Effective Teachers | Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths. | Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in grade level and content areas. | Has a selection criteria and articulates the intention of selecting staff based on grade and content areas, but does not have detailed assessment of staff skills to perform placement. | Has no selection criteria and the determination for why teacher selection occurs is not transparent. | 1. Selection processes focus on matching staff to specific position expectations. (Observations and artifacts: building staffing plan and interview questions.) |
| | Indicator Rating: | | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

| Retains Effective Teachers | Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for growth and development including opportunities for staff to assume additional leadership roles. | Identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness. | Implements a formal strategy that uses teacher evaluations to determine which teachers will be given retention offers, over time tracks tracks retention rates. | Has no clear retention plan in place. | 1. Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning. (Observations and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data.) 2. High percentage of teachers rated effective stay in the school. (Observations and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data. |
| | Indicator Rating: | | | | |

III-e Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal
    observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.

| Observes Staff and Give Feedback | Ensures that systems from observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers. | Provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receive specific feedback from multiple observers. | Adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need. | Observations are infrequent and inconsistent; feedback is vague and general. | 1. Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data. (Observations and artifacts: schedule of teacher observations, and teacher goal setting worksheets.) 2. Teachers receive frequent observations and actionable feedback. (Observations and artifacts: classroom observations, observation records, teacher goal setting worksheets and written feedback.) |
| | Indicator Rating: | | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

| Evaluates Staff | Completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation. | Implements a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes. | Attempts to implement and communicate a clear evaluation process that includes limited observation and student outcome data. | Does not have a clear or consistent evaluation process; does not complete evaluation. | 1. Performance expectations are clear and aligned with district's policies, the school mission and school-wide expectations. (Observations and artifacts: schedule of teacher observations, and teacher goal setting worksheet.) 2. Teachers receive frequent observations and actionable feedback. (Observation and artifacts: evaluation documentation and consistency between proactive ratings and student outcomes over time.) |
| Indicator Rating: | | | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

| Develops an Instructional Team | Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work. | Ensures that effective teacher teams use student learning data and student work to advance student outcomes. | Introduces common team structures and expectations for teacher teams. | Does not create consistent teacher team structures. | 1. Structures are established for job-embedded collaborative learning. (Observations and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration.) 2. Instructional teams support adult learning and student achievement. (Observations and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, evaluation data.) |
| Indicator Rating: | | | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

| Implements Professional Learning | Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities. | Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities. | Relies on whole group development sessions including trainings on how data should be used, with some specific supports. | Does not offer professional development and support that is timely, relevant, or differentiated. | 1. Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals. (Observations and artifacts: teacher team meetings, building staff development plan, and peer visitations.) 2. Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans.) 3. Structures are established for job-embedded collaborative learning. (Observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration.) |
| Indicator Rating: | | | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

| Promoting Growth of Technology | Actively supports the implementation of technology to enhance student growth. | Understands and encourages implementation of technology to enhance student growth. | Demonstrates limited knowledge of instructional technology and its promotion of learning. | Does not support the use of instructional technology within the learning environment. | 1. A culture and expectation of employing a creative use of technology within the school. 2. Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments. 3. Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment. 4. Implements and evaluates technological resources and applicable utilizations. |
| Indicator Rating: | | | | | |

| STANDARD III Rating: | | #VALUE! | | | |

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Builds On-Going Relationships	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups.	Enhances and maintains trusting relationships among and between a variety of stakeholder groups.	Articulates a belief that building and maintaining relationships are important, but may not be able to establish or enhance relationships.	Does not develop positive relationships and/or undermines positive relationships that exist.	1. Processes are place to insure multiple opportunities for school staff to meet, interact and work with families and members of the community. (Observations and artifacts: building climate community results, community and university partnerships.) 2. Staff and community members reports are positive with the principals and other members of the school. (Observations and artifacts: school climate survey.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Includes Multiple Voices and Perspectives	Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program.	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting viewpoints.	Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices.	Is disrespectful and/or excludes voices from community forums to discuss school performance.	1. Community leaders and school system mangers are active partners in the leader's decision making process. (Observations and artifacts: parent advisory agendas and minutes, school leadership team includes parents and community members, times and locations for all meetings are known, school-wide open door policy.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Engages Families	Continuously creates two-way links between family presence in the school environment and the instructional program.	Respectfully informs families of learning expectations and specific ways they can support their children's learning.	Shares the school values with families and with the community.	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families.	1. Families are included and invested in the school community. (Observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy. 2. Families are aware of learning expectations and strategies to support student learning outside the school day. (Observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy.
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Builds Capacity to Manage Change	Creates space for staff, students, and families to share feelings about change and supports the community while describing the possibility present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.	Directly addresses and helps stakeholders to understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.	Articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.	Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.	1. Staff are supported through the change process. (Observations and artifacts: professional development on the research on change.) 2. School improvement outlines multiple tactics and strategies and can be adapted to reach identified goals. (Observations and artifacts: the SIP, formative and summative evaluation data.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Demonstrates Personal Resolve and Response to Challenges	Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff.	Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.	Sometimes demonstrates resolve, but may not lose focus or make concessions on student achievement goals in the face of persistent challenges.	Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.	1. Processes are in place to identify and address challenges when they arise. (Observations and artifacts: staff feedback survey data, building climate survey, and superintendent observations.)
	Indicator Rating:				

STANDARD IV Overall Rating:	#VALUE!

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
V-a Treat all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.					
Models Equity and Dignity	Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect	Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed.	Meets all legal requirements for work relationships; takes limited actions when inappropriate conduct is reported or observed.	Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is reported or observed.	1. All staff are treated with respect and conflicts are dealt with quickly and efficiently. (Observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
V-b Demonstrates personal and professional standards and conduct that enhances the image of the school and educational profession. Protects the rights and confidentiality of students and staff.					
Protects Rights and Confidentiality	Teaches all staff about FERPA and develops systems to ensure that on-going training and monitoring occur.	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to student (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice.	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA.	1. Staff are aware of the laws, policies, procedures and guidelines around student confidentiality. (Observation and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights.) 2. Parents are aware of their rights. (Observations and artifacts: parent handbook, protocols for sharing IEP minutes.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
V-c Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.					
Recognizes the Strengths of a Diverse Population	Recognizes and integrates the learning opportunities that come from a diverse community.	Examines and addresses any school structures or school practices that limit the participation of groups of students and families.	Demonstrates personal comfort talking about diversity and culture and takes the steps to develop personal skill set.	Demonstrates limited awareness of the impact of the impact of diversity on student learning.	1. School actively creates opportunities for all community members to support diverse student needs. Observations and artifacts: professional learning activities build capacity of staff to support diverse student needs. 2. Opportunities exist for students to be in diverse cultures. (Observations and artifacts: partnerships with schools that may have different populations, intra-school conversations for students to explore culture and diversity.
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Creates a Culturally Responsiveness Climate	Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school.	Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and corrects moments of cultural incompetence.	Provides whole group undifferentiated professional development about working in and supporting a diverse community and attempts to address moments of cultural incompetence.	Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students.	1. Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity. (Observations and artifacts: building staff development plan.)
Indicator Rating:					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Engages in Courteous Conversations about Diversity	Develops staff capacity to engage in courageous conversations about diversity and culture - and how they impact student learning.	Builds the school's and community's collective capacity by initiating direct conversations about culture and diversity, and how they impact learning.	Actively seeks opportunities to engage in courageous conversations about diversity and culture.	Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors.	1. Community conversations about culture and diversity occur regularly. (Observations and artifacts: PTA/PTO meetings, professional learning conversations to develop staff capacity to initiate e conversations about cultural diversity.)
Indicator Rating:					

STANDARD V Overall Rating:		#VALUE!			

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
VI-a Builds a culture of high expectations and achievement for every student.					

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Links Aspiration to College and Career Opportunities	Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations.	Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities.	Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school; provides limited exposure to college and career opportunities.	Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college and career opportunities.	1. Growth, no just attainment is recognized. (Observations and artifacts: parent education programming on growth and attainment.) 2. Effective effort is acknowledged and celebrated. (Observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition effort.) 3. Students and families engage in rich college-going and career access experiences. (Observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs. 4. Students communicate their aspirations and can identify connections to current learning goals. (Observations and artifacts: student goal sheets.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Develops a Student Goal Setting Process	Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning.	Implements a system where students created short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year.	Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals.	Does not create or support goal setting structures for students.	1. Students track their own progress. (Observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

VI-b Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Translates the School Values into Specific Behaviors	Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders.	Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff deliver clear and consistent messaging about values and behaviors to students.	Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors.	Does not make values or behavioral expectations clear to staff or students.	1. Values and behaviors are referenced in daily school structures. (Observations and artifacts: SIPs, PBIS building plan, code of conduct, parent/student handbook, and referral logs - discipline, tardies, absences.) 2. A system of positive and negative consequences is consistent across classrooms, grades and content areas. (Observations and artifacts: PBIS building plan, code of conduct, parent/student handbook, referral logs - discipline, tardies, absences.) 3. Written values and beliefs reflect high expectations for all students. (Observations and artifacts: school level and grade level goals.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Develops a Code of Conduct	Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption behaviors.	Develops clear expectations for student conduct based on the school values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	Develops components of an effective system of conduct for staff and students builds staff agreement on the types of student actions that are consistent with school value and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past.	Tolerates discipline violations and enforces code of conduct inconsistently.	1. School-wide code of conduct aligned with district and school priorities is in place. (Observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred.) 2. Code of conduct is consistently implemented across all classrooms. (Observations and artifacts: positive recognition of students and staff who consistently demonstrate positive behaviors.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

VI-c Leads a school culture and environment that successfully develops the full range of students' learning capacities - academic, creative, social-emotional, behavioral, and physical.

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Creates a Culture that Supports Social Emotional Learning	Builds the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; relationship skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of student emotional skills.	Trains adults on how to support positive student growth through the development of the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports.	Shares the Illinois Social-Emotional Learning Competencies(self-awareness; self-management; social awareness; relationships skills; and responsible decision making); uses a limited amount of tools and assessments t gauge the SEL skills of students.	Does not share or implement the Illinois Social-Emotional Learning Competencies; does not assess student SEL skills and does not support the development of SEL skills.	1. Adults support SEL skill development. (Observations and artifacts: referral data, student survey.) 2. Students demonstrate an increase in SEL skills. (Observations and artifacts: student referral data and positive relationships.) 3. Appropriate socio-emotional supports are provided to all students. (Observations and artifacts: building staff development plan, teacher training on SEL, and observation walkthrough data.) 4. Core components of social, emotional, behavioral supports are in place to support learning. (Observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships.)
	Indicator Rating:				

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Creates a Culture that Supports Effective Effort	Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture.	Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance, persistence) for every student.	Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective efforts skills.	Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement.	1. Effective effort is acknowledged and celebrated. (Observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort.) 2. Students describe and demonstrate effective effort behaviors and beliefs across classrooms. (Observations and artifacts: communication service and student work.)
	Indicator Rating:				

STANDARD VI Overall Rating: #VALUE!