



Domain II: Continuous Improvement of Instruction

Element3: The school leader is aware of predominant ructional practices throughout the school.

Sample Evidences

- ^ Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- ^ Forthright feedback is provided **te**achers regarding their instructional practices
- Systems are in place to monitor the effect of the predominant instructional practices for all subgroups the school
- ^ Data are available to document the predominant instructional practices in the school
- ^ The school leader can describe effective practices and problems of practice
- ^ When asked, teachers can describe the predominant instructional practices used in the school

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective(4)
II(3): The school	The school leader	The school leader	The school leader	The school leader
leader is aware of	attempts to	ensures that	ensures that	regularly intervenes
predominant	ensure that	information about	information about	to ensure that
instructional	information about	predominant	predominant	ineffective
practices	predominant	instructional	instructional	instructional
throughout the	instructional	strategies in the	strategies in the	practices are
school.	strategies in the	school is o llected	school is collected	corrected and
	school is collected	and regularly	regularly interacts	effective
	and regularly	interacts with	with teachers	instructional
	interacts with	teachers about the	about the	practices are
	teachers about the	effectiveness of	effectiveness of	proliferating.
	effectiveness of	these strategies.	these strategies,	
	these strategies,		AND monitors the	
	but does not		extent to which	
	complete the task		the information is	
	or does so partially		used to identify	
	OR the school		effective and	
	leader does not		ineffective	
	attempt to do so.		practices.	



Element4: The school leader ensures that teachers are provided with -5 (e-1476 0.48 0.48(r)7, w)6



Domain III: A Guaranteed and Viable Curriculum

Element1: The school leader ensures that the school curriculum and accompanying assessments ac to state and district standards.

to state and distric	t standards.						
Sample Evidences	3						
^ Curriculumdocui ^ Rubrics or profic	Curricular nocuments are in place that correlate the written curricular to state and district standar						



Domain III: A Guaranteed and Viable Curriculum

Element 2:Theschool leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

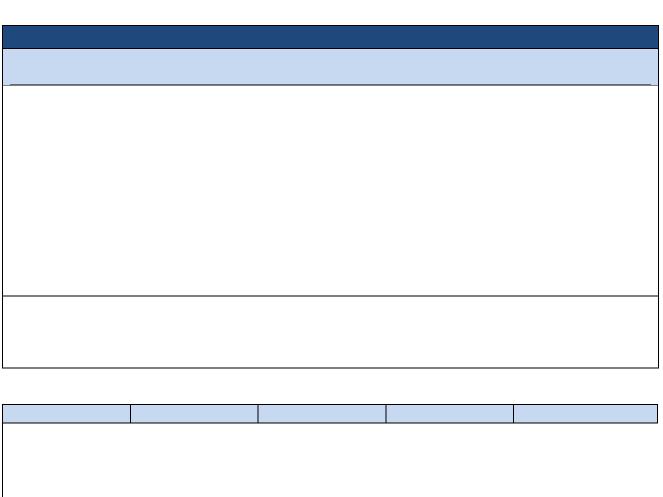
Sample Evidences

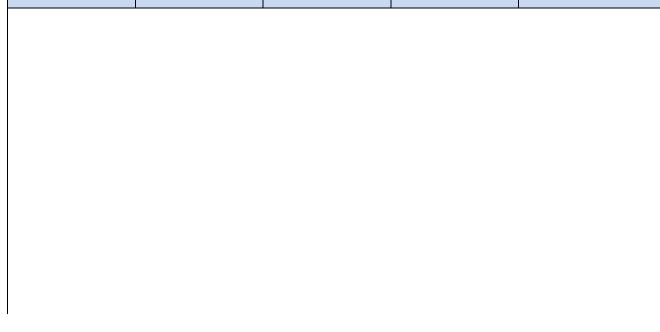
- ^ A written list of essential elements is in place
- ^ A curriculum audit has been conducted that ideates how much time it would take to adequately address the essential elements
- ^ Teams regularly meet to discuss the progression and viability of documents that articulate essenti content and timing of delivery (e.g. pacing guides, curriculum maps)
- ^ Time available for specific classes and courses meets the state or district specifications for those and courses
- Data are available to show that students are ready to be contributing members of society and participate in a global community
- ^ Data are available to show that students are college and career ready
- ^ A plan is in place to monitor the curriculum is taught in the time available to teachers
- ^ When asked, teachers can describe which elements are essential bandot taught in the scholar time
- ^ When asked, students report they have time to learn the essential curriculum

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
III(2): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that the	ensures that the	ensures that
that the school	ensure that the	written curriculum	written curriculum	essential elements of
curriculum is	written curriculum	has been	has been	the curriculum are
focused enough	has been	unpacked in such	unpacked in such	regularly examined
that it can be	unpacked in such	a manner that	a manner that	and revised with an
adequately	a manner that	essential elements	essential elements	eye toward making
addressed in the	essential elements	have been	have been	instruction more
time available to	have been	identified.	identified AND	focused and efficient.
teachers.	identified, but		monitors the	
	does not complete		extent to which	
	the task or doe s o		the essential	
	partiallyOR the		elements are few	
	school leader does		enough to allow	
	not attempt to do		adequate time for	
	SO.		students to learn	
			them.	







Domain IV: Cooperation and Collabation

Element3: The school leader ensures that teacher teams and collaborative groups regularly interact address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Sample Evidences

- ^ Professionalearning communities (PLCs) are in place and meet regularly
- ^ PLCs have written goals
- ^ dZ Zo}}o CE CE PÆFou DEvo•ÇšZ W > [• ‰ CE}P CE •• š}Á CE P}o•
- ^ Common assessments are created by PLCs
- [^] Student achievement and growth are analyzed by PLCs
- ^ Data teams are in place and have written goals
- ^ The progress of each data team towards reaching its goals is regularly examined
- ^ To maintain a focus on student achievement, the school leader collects and reviews minutes, note goals from meetings
- ^ When asked, teachers can explain how being a member of a PLC has helped them growdthy gogy



Domain V: Sch	nool Climate			
Element 2:The sch		rust of the faculty an	nd staff that his or he	er actions are guided b
Sample Evidences				
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Domain V: School Climate

Element3: The schooleader ensures that faculty and staff perceive the school environment as safe a orderly.

Sample Evidences

- ^ Clear and specific rules and procedures are in place for the running of the school
- ^ Faculty and staff are provided the means to communicate ut the safety of the school
- Faculty and staff know the emergency management procedures and how to implement them for s
 incidents
- ^ Evidence of practicing emergency management procedures for specific incidents is available
- Evidence of updates the emergency management plans and communication of them to the faculty and staff is available
- ^ When asked, faculty and staff describe the school as a safe and orderly place
- ^ When asked, the faculty and staff describe the school leader as highly vanith accessible
- ^ When asked, faculty and staff describe the school as a place focused on learning

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Scale

Inef	ffective (1)		



Domain V: Sch	nool Climate			
		that students, paren	ts, and the commur	nity perceive the schoo
environment as sa	fe and orderly.			
Sample Evidences	3			
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