

**School-Based Activities in Support of Instruction and Program**

**Indicator 1.1 Curriculum and Instruction**

**Curriculum and Instruction 1.1A- School leaders and teachers implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school.**

Well Developed	Developed	Developing	Under Developed
The curriculum is well developed and carefully followed, instruction is exemplary, and assessment is strategic and systematic. Consequently, the school fulfills its mission and vision.	The curriculum is generally followed, most instruction is of good quality, and assessment systems are in place. The mission and vision are promoted and often fulfilled.	A curriculum exists but may not be closely followed, instructional quality varies, and assessment systems exist but may not be strategic. The school strives to achieve the mission and vision.	The school lacks a curriculum and/or a system of assessment. Instructional quality generally needs improvement. The school generally does not achieve its mission or vision.

**Curriculum and Instruction 1.1B- School leaders and teachers implement systems of curriculum, instruction, and assessment within and across grade levels to ensure alignment with the district curriculum and state standards.**

Well Developed	Developed	Developing	Under Developed
All lesson plans, resources, and assessments align to the district curriculum and state standards.	Most lesson plans, resources, and assessments align to the district curriculum and state standards.	Lesson plans, resources, and assessments occasionally or inconsistently align to the district curriculum and state standards.	There is little evidence that lesson plans, resources, and assessments align to the district curriculum and state standards.

**Curriculum and Instruction 1.1C- School leaders and teachers promote instructional practices that are intellectually challenging and differentiated, when appropriate, to ensure rigor for all students.**

Well Developed	Developed	Developing	Under Developed
Instructional practices are rigorous for all or nearly all students and, when appropriate, are differentiated to ensure that all students are appropriately challenged, including English language learners and students with disabilities.	Instructional practices are generally rigorous for most students and may be differentiated to meet the needs of students, including English language learners and students with disabilities.	Instructional rigor varies between and within classes. Teachers attempt to meet students' needs but may not challenge all students.	Instructional rigor is generally low and most students are not challenged. Differentiation to meet the needs of students is infrequent.

**Curriculum and Instruction 1.1D- School leaders and teachers ensure that instructional practices meet the needs of all students, are authentic to student experiences, and incorporate checks for understanding to inform and adjust instruction.**

Well Developed	Developed	Developing	Under-Developed
Instructional practices meet the needs of all students, including English language learners and students with disabilities. Teachers frequently and systematically check for understanding to inform and adjust instruction.	Instructional practices meet the needs of most students. Teachers check for understanding and may adjust instruction.	Instructional practices meet the needs of some students. Teachers inconsistently check for understanding and occasionally adjust instruction.	Instructional practices generally do not meet the needs of students. Teachers rarely check for understanding and/or do not adjust instruction.

**Curriculum and Instruction 1.1E- School leaders and teachers maximize instructional time to optimize learning opportunities consistent with knowledge of student learning and development and effective pedagogy.**

Well Developed	Developed	Developing	Under Developed
Instructional time is maximized and highly effective pedagogy optimizes student learning opportunities.	Instructional time is used appropriately and effective pedagogy leads to student learning.	Instructional time is not optimized and/or instruction is inconsistently delivered.	Instructional time is poorly managed and/or instruction does not facilitate student learning.

**Curriculum and Instruction 1.1F- School leaders and teachers promote student engagement and active learning by using multiple instructional strategies and multiple response strategies.**

Well Developed	Developed	Developing	Under Developed
Instructional and response strategies promote high levels of student engagement and active learning for all students, including English language learners and students with disabilities	Some variety in instructional and response strategies results in engagement and active learning by most students.	Limited variety in instructional and/or response strategies results in passive student engagement.	Instructional or response strategies are not varied and/or students are not engaged or off-task.

## Indicator 1.2 Assessment and Intervention

**Assessment and Intervention 1.2A- School leaders and teachers employ systems of assessment that are aligned with the district curriculum and state standards and are consistent with technical standards of measurement.**

Well Developed	Developed	Developing	Under Developed
Assessments are clearly aligned with state standards and district curriculum, alternative assessments are available to students with documented needs. Assessments provide excellent data on student progress, and result in actionable formative data.	Assessments are generally aligned with state standards and district curriculum, alternative assessments are available to students with documented needs. Assessments provide data about student progress.	Assessments are somewhat aligned with state standards or district curriculum, and may provide some data about student progress.	Assessments are generally not aligned with state standards or district curriculum, or are inconsistently administered and/or provide little data about student progress.

**Assessment and Intervention 1.2B- School leaders and teachers implement coherent systems of standards-aligned formative assessments in literacy and math to inform instruction and intervention.**

Well Developed	Developed	Developing	Under Developed
Coherent systems of formative assessment are used strategically to inform instruction and intervention in literacy and mathematics for all students, including English language learners and students with disabilities.	Formative assessments are conducted regularly in literacy and mathematics and data is used, at a minimum, to inform intervention.	Formative assessments are conducted infrequently in literacy and mathematics and/or data from formative assessments is not used strategically.	There is no coherent system of formative assessment in literacy and/or math.

**Assessment and Intervention 1.2C- School leaders and teachers implement an evidence-based intervention system to meet the learning needs of at-risk students, particularly those behind grade level expectations in reading and math.**

Well Developed	Developed	Developing	Under Developed
All at-risk students, including English language learners and students with disabilities, are systematically placed in high quality, evidence-based interventions for ELA and mathematics and teachers and school leaders use data to track student progress.	At-risk students who are behind grade level in ELA and math, including English language learners and students with disabilities, are provided with evidence-based interventions and data on student progress is collected.	Some at-risk students are provided with in interventions in ELA and mathematics. Identification for these interventions may not be systematic and/or data collection may be inconsistent.	Interventions in ELA and mathematics for at-risk students are of low quality (not evidence-based) or are absent.

**Assessment and Intervention 1.2D- Teachers provide students and families evidence-based feedback on student learning progress and clearly communicate expectations to students and families.**

Well Developed	Developed	Developing	Under Developed
Expectations and evidence-based feedback on student learning progress are frequently and systematically communicated to all students, including English language learners and students with disabilities, and their families.	Expectations are communicated to students, including English language learners and students with disabilities, and their families at regular intervals; evidence-based feedback on student learning is communicated throughout the year.	Basic expectations are communicated to students and families early in the school year; feedback on student learning is provided intermittently and may or may not be evidence-based.	Expectations are not clearly communicated to students and families; feedback on student learning is seldom or never provided.

**Indicator 1.3 Effective Use of Instructional Data**

**Effective Use of Instructional Data 1.3A- School leaders and teachers create a culture of systemic inquiry, using and analyzing various types of data to improve instructional practice and meet the needs of all students.**

Well Developed	Developed	Developing	Under Developed
There is a well-defined culture of systemic inquiry in which various types of data are understood, analyzed, and used by both school leaders and teachers to improve instructional practice and meet the needs of students, including English language learners and students with disabilities.	There are processes for analyzing data with the goal of improving instruction and student outcomes, and a culture of systemic inquiry is emerging.	Some data collection and analysis occurs, either by school leaders or by some teachers, but a culture of systemic inquiry is not developed.	Data collection and analysis structures are generally not evident. While some pockets of data use may exist, there is no culture of systemic inquiry.

**Effective Use of Instructional Data 1.3B- School leaders and teachers employ well-developed and technically appropriate systems of data collection, management, analysis, and use.**

Well Developed	Developed	Developing	Under Developed
Well-developed and technically appropriate systems of data collection, management, analysis, and use are in place in all aspects of school administration.	Technically appropriate systems of data collection, management, and analysis exist, and are used to inform some instructional or administrative decisions.	Systems of data collection, management, and analysis exist, but may not be well-developed technically and/or may be used inconsistently to inform decisions.	Systems of data collection, management, and analysis are still developing; decisions are generally not data-informed.

**Effective Use of Instructional Data 1.3C- Teachers use data from formative assessments to inform instructional strategies, form intervention groups, and strategically plan cooperative learning experiences.**

Well Developed	Developed	Developing	Under Developed
Teachers consistently administer formative assessments and use the resulting data to inform instructional strategies, create intervention groups, and strategically plan cooperative learning experiences for all students, including English language learners and students with disabilities.	Formative assessments are administered, and the data is used to identify students in need of interventions and may inform some instructional planning.	Formative assessments are administered but data is not consistently used to inform instructional planning and/or interventions.	Formative assessments are not consistently administered and instructional planning is not regularly informed by data.

## School-based Activities in Support of Fiscal

### Indicator 2.1 Funding and Resources

**Funding and Resources 2.1A- School leaders manage and allocate fiscal, physical and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.**

Well Developed	Developed	Developing	Under Developed
Fiscal, physical, and other resources are expertly managed and allocated to support instruction, assessment, professional capacity, and family engagement.	Fiscal, physical, and other resources are properly managed and allocated to meet the operational needs of the school.	Fiscal, physical, and other resources are managed and allocated to meet the basic needs of the school but may not maximize the impact of resources to support school needs.	Fiscal, physical, and other resources are inconsistently or poorly managed and allocated and resources do not always reach the students, staff or community as intended.

**Funding and Resources 2.1B- School leaders coordinate with district leaders to ensure that budgeted spending from discretionary and required funds aligns with instructional priorities and other student needs based on data.**

Well Developed	Developed	Developing	Under Developed
School leaders systematically coordinate with district leaders and monitor spending of required and discretionary funds to align budgets and resources with instructional priorities and student needs based on data.	Budgeted spending from required and discretionary funds aligns with instructional priorities and student needs based on data; school and district leaders collaborate to develop budgets.	Budgeted spending from required and discretionary funds inconsistently aligns with instructional priorities and student needs; some disconnect may exist between school and district leaders.	Budgeted spending from required and discretionary funds does not align with instructional priorities or student needs and/or spending is not effectively monitored.

**Funding and Resources 2.1C- School leaders ensure that each student has equitable access to school resources necessary for success, including effective teachers, academic and social support, and learning opportunities.**

Well Developed	Developed	Developing	Under Developed
All students, including English language learners and students with disabilities, have equitable access to school resources necessary for success, including effective teachers, academic and social support, and learning opportunities.	Students, including English language learners and students with disabilities, have equitable access to existing school resources.	Access to school resources may not be equitable for all students and/or existing resources may not effectively meet the academic and support needs of all students.	Access to school resources is demonstrably inequitable and/or existing school resources do not meet the academic and support needs of all students.

**School-based Activities in Support of Governance**

**Indicator 3.1 Mission and Vision**

**Mission and Vision 3.1A- School leaders use data to develop an educational mission and vision for the school to promote the academic success and well-being of each student.**

<b>Well Developed</b>	<b>Developed</b>	<b>Developing</b>	<b>Under Developed</b>
The school has a clearly stated and universally known mission and vision that is informed by data and promotes the academic success and well-being of each student.	The school has a mission and vision that promotes the academic success and well-being of each student.	The school mission and vision are not known or used throughout the school community and/or may not clearly articulate the goals of academic success and student well-being.	The school lacks a mission and vision, or the mission and vision do not address the goals of academic success and student well-being.

**Mission and Vision 3.1B- School leaders and staff articulate, advocate, and cultivate core values that define the school’s culture and develop a shared understanding of and commitment to the mission, vision, and core values within the school community.**

<b>Well Developed</b>	<b>Developed</b>	<b>Developing</b>	<b>Under Developed</b>
Core values define the school’s culture and school leaders and staff actively articulate, advocate, and cultivate a shared understanding of the mission, vision and core values.	The school has stated core values that align with the mission and vision and are present in some aspects of school culture and community.	Core values exist but may not be clearly stated or widely known and may not directly align with the mission and vision of the school.	The school has not articulated core values for students or staff.

### Indicator 3.2 Strategic Planning

**Strategic Planning 3.2A- School leaders use a coherent strategy of continuous improvement and goal-setting to achieve the vision, fulfill the mission, and promote the core values of the school.**

Well Developed	Developed	Developing	Underdeveloped
A coherent strategy of continuous improvement and goal-setting exists that allows the school to achieve the vision, fulfill the mission, and promote the core values of the school.	The school engages in goal-setting and strives for continuous improvement to achieve the vision and fulfill the mission of the school.	School leaders set goals as required by state or local policy but rarely engage in reflective continuous improvement; goals may not be aligned with the mission and vision of the school.	School leaders rarely set goals and do not engage in a continuous improvement process.

**Strategic Planning 3.2B- School leaders and staff engage in an ongoing process of evidence-based inquiry and strategic goal setting, planning, implementing, evaluating, and revising goals to drive the improvement process.**

Well Developed	Developed	Developing	Underdeveloped
School leaders and staff engage in an ongoing process of evidence-based inquiry and strategic goal setting as part of a well-designed improvement process.	School leaders and staff engage in strategic goal setting and regularly evaluate goals as part of an improvement process; some evidence-based inquiry may occur.	School leaders and staff set and evaluate goals as required by state or local policy but rarely engage in evidence-based inquiry.	School leaders rarely set goals and do not engage in evidence-based inquiry.

### Indicator 3.3 Stakeholder Engagement

**Stakeholder Engagement 3.3A- School leaders and staff create and sustain positive, collaborative, and productive relationships with families and the community, soliciting feedback on school decisions for the benefit of students.**

Well Developed	Developed	Developing	Underdeveloped
School leaders and staff create and sustain positive, collaborative, and productive relationships with families of all students and the community, and systematically solicit feedback on school decisions.	School leaders and staff engage in positive and productive relationships with most families, establish some community connections, and may solicit feedback on some decisions.	School leaders and staff have generally positive relationships with most families but may not routinely collaborate with families or community members, or solicit feedback on decisions.	School leaders and staff have minimal or inconsistent relationships with families and the community, and/or do not solicit feedback on school decisions.

**Stakeholder Engagement 3.3B- School leaders and teachers engage in regular and open two-way communication with families and the community about the school, students, needs, and accomplishments.**

Well Developed	Developed	Developing	Underdeveloped
Regular and open two-way communication about the school, students, needs, and accomplishments occurs between the school and families and community members.	Open, two-way communication about the school, students, and needs occurs between the school and families, as well as some community members.	Communications between the school and families and community members are primarily one-way, with the school attempting to inform stakeholders about the school and its needs.	There is limited communication between the school and families or community members, focused primarily on required and procedural matters.

**Stakeholder Engagement 3.3C- School leaders involve families and other stakeholder groups in using data to develop targeted goals for the school.**

Well Developed	Developed	Developing	Underdeveloped
School leaders routinely involve families and other stakeholder groups in using multiple forms of data to develop targeted goals for the school.	School leaders involve families and some additional stakeholders in developing data-informed goals for the school.	School leaders occasionally involve families and other stakeholders in developing goals for the school.	School leaders rarely involve families or other stakeholders in developing goals for the school and/or goal setting is not data-informed.

**Stakeholder Engagement 3.3D- School leaders and staff understand, value and employ the community’s cultural, social, linguistic, and intellectual resources to promote student learning and school improvement.**

Well Developed	Developed	Developing	Underdeveloped
School leaders and staff understand, value, and employ the community’s cultural, social, linguistic, and intellectual resources to promote student learning and school improvement.	School leaders and staff are aware of the community’s cultural, social, linguistic, and intellectual resources and may employ them to promote student learning.	School leaders and staff are minimally aware of the community’s cultural, social, linguistic, and intellectual resources and/or rarely employ them to promote student learning or foster school improvement.	School leaders and staff are not aware of the community’s cultural, social, linguistic, and intellectual resource and/or do not employ them to promote student learning.

**School-based Activities in Support of Operations**

**Indicator 4.1 School Management**

**School Management 4.1A- School leaders know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.**

Well Developed	Developed	Developing	Underdeveloped
School leaders know, comply with, and help the school community understand local, state and federal laws, rights, policies, and regulations to promote the success of all students.	School leaders know and comply with local, state, and federal laws, policies, and regulations.	School leaders know and generally comply with local, state, and federal laws, policies, and regulations, but may have some minor compliance lapses.	Significant lapses in compliance with local, state, or federal laws, policies, or regulations have occurred.

**School Management 4.1B- School leaders develop and manage productive relationships with district leaders and staff and the school board.**

Well Developed	Developed	Developing	Underdeveloped
School leaders strategically cultivate and manage productive relationships with district leaders and staff and members of the school board.	School leaders have productive working relationships with district leaders and staff and conduct some outreach to members of the school board.	School leaders have a functional or transactional relationship with district leaders and staff and/or conduct little outreach to members of the school board.	School leaders have minimal or contentious relationships with district leaders and staff and/or conduct no outreach to members of the school board.

**Indicator 4.2 School Climate, Culture, and Safety**

**School Climate, Culture, and Safety 4.2A- School leaders and staff build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.**

Well Developed	Developed	Developing	Under Developed
School leaders and staff work strategically to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.	School leaders and staff build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of most students.	School leaders and staff aspire to build a safe, caring, and healthy school environment, but the school currently meets the academic, social, emotional, and physical needs of only some students.	The school environment is not consistently safe, caring and/or healthy; the academic, social, emotional, and physical needs of students are often unmet.

**School Climate, Culture, and Safety 4.2B- School leaders and staff create and sustain a school environment in which each student is known, accepted, valued, trusted, cared for, and respected.**

Well Developed	Developed	Developing	Under Developed
School leaders and staff create and sustain a school environment in which each student is known, accepted, valued, trusted, cared for and respected.	School leaders and staff create and sustain a school environment in which students are accepted and respected; a majority of students are known well by at least two adults.	School leaders and staff attempt to create a school environment in which students are accepted and respected; a majority of students are known well by an adult.	School leaders and staff struggle to create a positive school environment; the culture may include a lack of trust, lack of acceptance, and/or lack of respect.

**School Climate, Culture, and Safety 4.2C- School leaders and staff promote adult-student, student-peer, and school-community relationships that value and support high expectations for academic learning and positive social and emotional development.**

Well Developed	Developed	Developing	Under Developed
School leaders and staff promote adult-student, student-peer, and school-community relationships that value and support high expectations for academic learning and positive social and emotional development.	School leaders and staff promote positive adult-student, student-peer, and school-community relationships, which may connect to high expectations for academic learning and/or positive social and emotional development.	School leaders and staff occasionally promote positive adult-student, student-peer, and school-community relationships; a connection to high expectations for academic learning and positive social and emotional development is minimally present.	School leaders and staff rarely engage in actions to promote positive adult-student, student-peer, or school-community relationships.

### Indicator 4.3 Effective Use of Operational Data

**Effective Use of Operational Data 4.3A- School leaders and staff use data to monitor student attendance and academic progress and, where applicable, to track graduation cohorts in order to identify and provide needed intervention.**

Well Developed	Developed	Developing	Underdeveloped
Student attendance and academic progress are closely and accurately monitored using comprehensive data systems; high schools track graduation cohorts; academic, attendance, and graduation status interventions are provided based on data.	Student attendance and academic progress are accurately monitored; high schools track graduation cohorts; interventions are provided based on data.	Student attendance and academic progress are generally accurate and are reviewed occasionally; high schools track graduation cohorts; interventions may be provided as needed.	Student attendance and/or academic progress are not consistently accurate; data is reviewed inconsistently; high schools fail to properly track graduation cohorts; interventions are not present or are not data-informed.

**Effective Use of Operational Data 4.3B- School leaders use data to monitor, evaluate, and improve programs, processes, and instructional practices and inform the continuous improvement cycle.**

Well Developed	Developed	Developing	Underdeveloped
School leaders use data strategically to monitor, evaluate, and improve programs, processes, and instructional practices; data informs a sophisticated continuous improvement cycle.	School leaders use data to monitor and evaluate programs, processes, and instructional practices; data analysis is part of a continuous improvement cycle.	School leaders occasionally use data to monitor and evaluate programs, processes, and instructional practices; some improvement efforts are guided by data.	School leaders rarely use data to monitor and evaluate programs, processes, or instructional practices; there is a minimal culture of continuous improvement.

**Indicator 4.4 Effective Use of Technology**

**Effective Use of Technology 4.4A- School leaders and teachers integrate technology in teaching and learning to develop 21<sup>st</sup> Century skills.**

Well Developed	Developed	Developing	Under Developed
Technology is fully integrated into teaching and learning practices; technology enhances instruction and student engagement and develops 21 <sup>st</sup> Century skills for all students, including English language learners and students with disabilities.	Technology is frequently used in teaching and learning to enhance instructional delivery and develop 21 <sup>st</sup> Century skills for all students, including English language learners and students with disabilities.	Technology is used in some aspects of teaching and learning but may not be strategic (i.e., writing on SMART Board merely replaces writing on blackboard); in some cases, technology supports the development of 21 <sup>st</sup> Century skills.	Technology is rarely incorporated in the teaching and learning process, or is used in such a way that it does not meaningfully develop 21 <sup>st</sup> Century skills.

**Effective Use of Technology 4.4B- School leaders and staff use technology to improve the quality and efficiency of school operations and management, including family and community outreach and monitoring student data.**

Well Developed	Developed	Developing	Under Developed
School leaders and staff strategically and systematically use technology to improve the quality and efficiency of school operations and management, including family and community outreach and closely monitoring student data.	School leaders and staff often use technology to improve the quality and efficiency of school operations and management, including monitoring student data.	School leaders and staff occasionally use technology to improve the quality and efficiency of school operations and management; basic student data is monitored.	School operations and management are inefficient and/or ineffective; technology does not support operations and management; student data is not reliably monitored.

**School-based Activities in Support of Personnel**

**Indicator 5.1 Recruiting and Mentoring Staff**

**Recruiting and Mentoring Staff 5.1A- School leaders recruit, support, develop, retain, and recognize qualified and effective teachers and other professional staff.**

<b>Well Developed</b>	<b>Developed</b>	<b>Developing</b>	<b>Under Developed</b>
School leaders proactively, systematically, and thoughtfully recruit, support, develop, retain, and recognize qualified and effective teachers and other professional staff.	School leaders frequently take steps to recruit, support, develop, retain, and recognize qualified and effective teachers and other professional staff.	School leaders occasionally take steps to recruit, support, develop, retain, and recognize qualified and effective teachers and other professional staff.	School leaders rarely take steps to recruit, support, develop, retain, or recognize qualified and effective teachers and other professional staff; most staffing decisions are reactionary.

**Recruiting and Mentoring Staff 5.1B- School leaders plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of newly hired, initially licensed, and lateral entry staff.**

<b>Well Developed</b>	<b>Developed</b>	<b>Developing</b>	<b>Under Developed</b>
School leaders strategically and systematically plan for and manage staff turnover and succession, providing comprehensive opportunities for effective induction and mentoring of newly hired, initially licensed, and lateral entry staff.	School leaders manage staff turnover and succession effectively, providing some opportunities for effective induction and mentoring of newly hired, initially licensed, and lateral entry staff.	School leaders attempt to manage staff turnover and succession, providing occasional opportunities for induction and mentoring of newly hired, initially licensed, and lateral entry staff.	School leaders struggle to manage staff turnover and succession. High rates of staff turnover result in limited opportunities for induction and mentoring of newly hired, initially licensed, and lateral entry staff.

## Indicator 5.2 Professional Learning and Professional Community

**Professional Learning and Professional Community 5.2A- School leaders design and implement job-embedded and other opportunities for professional learning that address identified school and staff needs.**

Well Developed	Developed	Developing	Under Developed
School leaders strategically design and implement job-embedded and other opportunities for professional learning that meaningfully address identified school and staff needs.	School leaders implement job-embedded and other opportunities for professional learning based on identified school and staff needs.	School leaders occasionally implement job-embedded and other opportunities for professional learning.	School leaders rarely implement job-embedded opportunities for professional learning and/or professional learning is not based on identified school and staff needs.

**Professional Learning and Professional Community 5.2B- School leaders provide opportunities for collaborative examination of instructional practice, collegial feedback, and collective learning.**

Well Developed	Developed	Developing	Under Developed
School leaders provide significant, meaningful, and ongoing opportunities for collaborative examination of instructional practice, collegial feedback, and collective learning.	School leaders provide opportunities for collaborative examination of instructional practice and for teachers to receive collegial feedback.	School leaders provide occasional opportunities for collaborative examination of instructional practice and/or opportunities for teachers to receive collegial feedback.	School leaders rarely provide opportunities for collaborative examination of instructional practice, collegial feedback, or collective learning.

**Professional Learning and Professional Community 5.2C- School leaders deliver actionable feedback about instruction and other professional practice through standards- and research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.**

Well Developed	Developed	Developing	Under Developed
School leaders consistently deliver actionable feedback about instruction and other professional practice through standards- and research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	School leaders deliver feedback about instruction and other professional practice throughout the year through systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	School leaders occasionally offer feedback about instruction and other professional practice through evaluations; support for the development of teachers' and staff members' knowledge, skills, and practice is inconsistent.	School leaders rarely offer feedback about instruction and other professional practice beyond required evaluations; support for the development of teachers' and staff members' knowledge, skills, and practice is minimal.

**Professional Learning and Professional Community 5.2D- School leaders provide opportunities to share leadership responsibilities with teachers and other members of the school community.**

<b>Well Developed</b>	<b>Developed</b>	<b>Developing</b>	<b>Under Developed</b>
School leaders frequently, strategically, and systematically provide opportunities to share leadership responsibilities with teachers and other members of the school community.	School leaders provide routine opportunities to share leadership responsibilities with teachers and other members of the school community.	School leaders provide occasional opportunities to share leadership responsibilities with teachers or other members of the school community.	School leaders rarely provide opportunities to share leadership responsibilities with teachers or other members of the school community.