Quality Framework for Illinois School Districts

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

Purpose setting questions:

1. How do we embody collaborative problem solving?
2. How do we effectively plan for continuous improvement?
3. What evidence do we have supporting a continuous improvement model in our district?
4. How do we analyze student learning to determine our plan?

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

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

Indicator	Level of Performance	Evidence/Data

There is a School Leadership Team established:

Yes ☐   No ☐   If no School Leadership Team has been established please move to Indicator C.

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

Indicator	Level of Performance				Evidence/Data
Indicator C: *Monitoring for Results*	Indicator C: *The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning, and communicate the progress to all stakeholders.*				
	Evidence suggests district Leadership Teams and School Leadership Teams do not monitor improvement goal implementation	Evidence suggests district Leadership Teams and School Leadership Teams inconsistently monitor improvement goal implementation	Evidence suggests district Leadership Teams and School Leadership Teams consistently monitor improvement goal implementation	Evidence suggests district Leadership Teams and School Leadership Teams almost always monitor improvement goal implementation	
	Evidence suggests district Leadership Teams and School Leadership Teams do not adjust practice based on monitoring data	Evidence suggests district Leadership Teams and School Leadership Teams inconsistently adjust educational practice based on monitoring data	Evidence suggests district Leadership Teams and School Leadership Teams consistently adjust educational practice based on monitoring data	Evidence suggests district Leadership Teams and School Leadership Teams almost always adjust educational practice based on monitoring data	
	Evidence suggests district Leadership Teams and School Leadership Teams do not communicate with each other (two-way communication)	Evidence suggests district Leadership Teams and School Leadership Teams inconsistently communicate with each other (two-way communication)	Evidence suggests district Leadership Teams and School Leadership Teams consistently communicate with each other (two-way communication)	Evidence suggests district Leadership Teams and School Leadership Teams almost always communicate with each other (two-way communication)	
	Evidence suggests district Leadership Teams and School Leadership Teams do not communicate progress to stakeholders	Evidence suggests district Leadership Teams and School Leadership Teams inconsistently communicate progress to stakeholders	Evidence suggests district Leadership Teams and School Leadership Teams communicate progress to stakeholders	Evidence suggests district Leadership Teams and School Leadership Teams regularly communicate progress to stakeholders	

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

Purpose setting questions:

1. How do we establish and communicate the vision for our district and schools?
2. What is the alignment between our district/school vision and our goals?
3. What evidence do we have supporting our vision for a safe learning environment?
4. How does our school culture provide support for effective and responsive instruction?
5. How does our district and school climate support all students and staff members?
6. What evidence do we have supporting our positive learning environment climate?

Indicator	Level of Performance				Evidence/Data
	There is a district and school vision statement established: Yes ☐ No ☐ If no vision statements have been established please move to Indicator B.				
Indicator A: ***Shared Vision and Goals***	*Ineffective*	*Emerging*	*Accomplished*	*Exemplary*	
	Indicator A: *The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.*				
	Evidence suggests district and school vision statements are not aligned	Evidence suggests district and school vision statements are minimally aligned	Evidence suggests district and school vision statements are closely aligned	Evidence suggests district and school vision statements are fully aligned	
	Evidence suggests district and school goals are minimally aligned to vision statement	Evidence suggests district and school goals are minimally aligned to vision statement	Evidence suggests district and school goals are closely aligned to vision statement	Evidence suggests district and school goals are fully aligned to vision statement	
	Evidence suggests district and school vision do not address support for safe environment	Evidence suggests district and school vision minimally address support for safe environment	Evidence suggests district and school vision address closely address support for safe learning environment	Evidence suggests district and school vision fully address support for safe learning environment	

Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator B: **High Expectations for All**	Indicator B: *The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.*				
	Evidence suggests school culture does not support evidence-based instruction to meet the needs of the whole child	Evidence suggests school culture inconsistently supports evidence-based instruction to meet the needs of the whole child	Evidence suggests school culture consistently supports evidence-based instruction to meet the needs of the whole child	Evidence suggests school culture almost always supports evidence-based instruction to meet the needs of whole child	
	Evidence suggests school culture does not support instruction to responsively meet multiple cultural, learning and linguistic needs	Evidence suggests school culture inconsistently supports instruction to responsively meet multiple cultural, learning and linguistic needs	Evidence suggests school culture consistently supports instruction to responsively meet multiple cultural, learning and linguistic needs	Evidence suggests school culture almost always supports instruction to responsively meet multiple cultural, learning and linguistic needs	
	Evidence suggests school culture does not promote meaningful celebrations of district, school, and student improvement	Evidence suggests school culture inconsistently promotes meaningful celebrations of district, school, and student improvement	Evidence suggests school culture consistently promotes meaningful celebrations of district, school, and student improvement	Evidence suggests school culture almost always promotes meaningful celebrations of district, school, and student improvement	
Indicator C: **Safe and Engaging Learning Community**	Indicator C: *The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.*				
	Evidence suggests district and school climate does not support the physical, cultural, and socio-economic needs of all students and staff	Evidence suggests district and school climate inconsistently supports the physical, cultural, and socio-economic needs of all students and staff	Evidence suggests district and school climate consistently supports the physical, cultural, and socio-economic needs of all students and staff	Evidence suggests district and school climate almost always supports the physical, cultural, and socio-economic needs of all students and staff	
	Evidence suggests district and school climate do not contribute to an engaging learning community	Evidence suggests district and school climate inconsistently contribute to an engaging learning community	Evidence suggests district and school climate consistently contribute to an engaging learning community	Evidence suggests district and school climate almost always contribute to an engaging learning community	
	Evidence suggests district and school climate do not contribute to an inclusive learning community	Evidence suggests district and school climate inconsistently contribute to an inclusive learning community	Evidence suggests district and school climate consistently contribute to an inclusive learning community	Evidence suggests district and school climate almost always contribute to an inclusive learning community	

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

Purpose setting questions:

1. How do members of school staff perceive our learning environment?
2. What evidence do we have to support a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?

Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: *Administrative Leadership*	Indicator A: *The administration actively models and fosters a positive learning environment in which staff members feel valued and are challenged to be engaged and grow professionally.*				
	Evidence suggests staff members perceive that administrators provide a school learning environment that is not positive and not supportive	Evidence suggests staff members perceive that administrators provide a school learning environment that is somewhat positive and sometimes supportive	Evidence suggests staff members perceive that administrators provide a school learning environment that is mostly positive and supportive	Evidence suggests staff members perceive that administrators provide a school learning environment that is highly positive and very supportive	
	Evidence suggests administrators do not support staff members	Evidence suggests administrators inconsistently support staff members	Evidence suggests administrators consistently support virtually all staff members	Evidence suggests administrators almost always and actively support virtually all staff members	
	Evidence suggests administrators do not support professional learning opportunities for staff members	Evidence suggests administrators inconsistently support professional learning opportunities for staff members	Evidence suggests administrators consistently support some types of professional learning opportunities for most staff members	Evidence suggests administrators almost always support many types of professional learning opportunities for virtually all staff members	
	Evidence suggests administrators do not provide positive acknowledgement of staff members	Evidence suggests administrators inconsistently provide positive acknowledgement of staff members	Evidence suggests administrators consistently provide positive acknowledgement of most staff members	Evidence suggests administrators almost always provide positive acknowledgement of virtually all staff member	

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Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A [con't]	Evidence suggests administrators do not demonstrate respect for staff members	Evidence suggests administrators inconsistently demonstrate respect for staff members	Evidence suggests administrators consistently demonstrate respect for staff members	Evidence suggests administrators almost always demonstrate respect for all staff members	
Indicator B: *District and School Level Teams*	Indicator B: *The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.*				
	Evidence suggests district- and school-level teams do not collect and analyze student learning data	Evidence suggests district- and school-level teams infrequently collect and analyze student learning data	Evidence suggests district- and school-level teams periodically collect and analyze student learning data	Evidence suggests district- and school-level teams continuously collect and analyze student learning data	
	Evidence suggests district- and school-level teams do not apply/use data to support student learning	Evidence suggests district- and school-level infrequently apply/use data to support student learning	Evidence suggests district- and school-level teams periodically apply/use data to support student learning	Evidence suggests district- and school-level teams systematically and continuously apply/use data to support student learning	
	Evidence suggests district- and school-level teams do not use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	Evidence suggests district- and school-level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	Evidence suggests district- and school-level teams most of the time use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	Evidence suggests district- and school-level teams consistently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources	

Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator C: *Teacher Leadership*	Indicator C: *The teachers actively model and foster a positive school environment in which educators and students feel valued and are challenged to be engaged and grow.*				
	Evidence suggests many teachers do not promote positive classroom and school environments	Evidence suggests some teachers promote partially positive classroom and school environments	Evidence suggests most teachers promote positive classroom and school environments	Evidence suggests virtually all teachers promote highly positive classroom and school environments	
	Evidence suggests many teachers do not demonstrate respect for students	Evidence suggests some teachers inconsistently demonstrate respect for some students	Evidence suggests most teachers consistently demonstrate respect for most students	Evidence suggests all teachers almost always demonstrate respect for all students	
	Evidence suggests many teachers do not challenge student to achieve high expectations	Evidence suggests some teachers inconsistently challenge some students to achieve high expectations	Evidence suggests most teachers consistently challenge most students to achieve high expectations	Evidence suggests virtually all teachers almost always challenge all students to achieve high expectations	
Indicator D: *Student Leadership*	Indicator D: *The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.*				
	Evidence suggests students do not participate in age-appropriate leadership opportunities	Evidence suggests some students infrequently participate in age-appropriate leadership opportunities	Evidence suggests most students periodically participate in age-appropriate leadership opportunities.	Evidence suggests virtually all students frequently participate in age-appropriate leadership opportunities	

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

Purpose setting questions:

1. What is board policy and procedures relating to personnel recruitment, development, and evaluation?
2. What is board policy and procedures relating to resource allocation?
3. How do the board and superintendent monitor continuous improvement?

Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: *Personnel*	Indicator A: *The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel.*				
	Evidence suggests school board policies and administrative procedures related to personnel are not documented	Evidence suggests school board policies and administrative procedures related to personnel are minimally documented or are documented but not implemented	Evidence suggests school board policies and administrative procedures related to personnel are documented and implemented	Evidence suggests school board policies and administrative procedures related to personnel are well-documented and implemented with consistent and strategic approach	
	Evidence suggests school board policies and administrative procedures relating to personnel are not documented nor implemented	Evidence suggests school board policies and administrative procedures relating to personnel include minimal documentation for recruiting processes, with no partnering with outside organizations are inconsistently implemented	Evidence suggests school board policies and administrative procedures relating to personnel include documented provisions for recruiting processes, with some partnering with outside organizations are consistently	Evidence suggests school board policies and administrative procedures relating to personnel include well-documented provisions for recruiting processes, including partnering with outside organizations and recruiting to enhance district/school capacity are almost always consistently implemented	

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	Evidence suggests school board policies and administrative procedures do not include documented provisions to ensure personnel are qualified	Evidence suggests school board policies and administrative procedures include minimal provisions to ensure personnel are qualified, minimally meeting licensure requirements	Evidence suggests school board policies and administrative procedures include documented provisions to ensure personnel are qualified, meeting licensure requirements	Evidence suggests school board policies and administrative procedures include well-documented provisions to ensure personnel are highly qualified, meeting or exceeding licensure requirements	
	Evidence suggests school board policies and administrative procedures do not include documented provisions for evaluation of personnel	Evidence suggests school board policies and administrative procedures include minimally documented provisions for evaluation of some personnel	Evidence suggests school board policies and administrative procedures include documented provisions for evaluation of most personnel	Evidence suggests school board policies and administrative procedures include well-documented provisions for evaluation of virtually all personnel	
	Evidence suggests school board policies and administrative procedures do not include provisions for mentoring and induction of new staff	Evidence suggests school board policies and administrative procedures include minimally documented provisions for mentoring and induction of new staff	Evidence suggests school bo policies and administrative procedures include documented provisions for mentoring and induction of new staff	Evidence suggests school board policies and administrative procedures include well-documented provisions for systematic mentoring and induction of new staff	
	Evidence suggests school board policies and administrative procedures are not accessible to stakeholders	Evidence suggests school board policies and administrative procedures are easily accessible to some stakeholders	Evidence suggests school board policies and administrative procedures are easily accessible to most stakeholders	Evidence suggests school board policies and administrative procedures are easily accessible to virtually all stakeholders	
Indicator B: *Fiscal Resources*	Indicator B: *The school board and superintendent work collaboratively to identify and allocate/reallocate resources needed for effective implementation of a comprehensive system of continuous improvement.*				
	Evidence suggests neither the school board nor the superintendent develop policies and procedures to allocate resources	Evidence suggests the school board or superintendent independently develop policies and procedures to allocate resources in minimal alignment with district goals	Evidence suggests the school board and superintendent develop policies and procedures to allocate resources in alignment with district goals	Evidence suggests the school board and superintendent collaboratively develop policies and procedures to allocate resources in close alignment with district goals	
	Evidence suggests policies and procedures related to resource allocation are not	Evidence suggests policies and procedures related to resource allocation are minimally	Evidence suggests policies and procedures related to resource allocation are	Evidence suggests policies and procedures related to resource allocation are fully transparent (available to stakeholders) and	

transparent and are not communicated to stakeholders	transparent (available to stakeholders) and are minimally communicated to stakeholders	somewhat transparent (available to stakeholders) and are communicated to stakeholders	regularly communicated to stakeholders
Evidence suggests the school board and superintendent do not use data to determine resource allocation	Evidence suggests the school board and superintendent use minimal data sources to determine resource allocation that may not support continuous improvement.	Evidence suggests the school board and superintendent use some data sources to determine resource allocation in support of continuous improvement	Evidence suggests the school board and superintendent use multiple data sources to determine resource allocation in support of continuous improvement

Indicator C: *Data Collection and Technology Tools*	*The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure.*			
	Evidence suggests the school board and superintendent do not work together and do not communicate to monitor the implementation of a systematic continuous improvement process	Evidence suggests the school board and superintendent work independently and communicate inconsistently to monitor the implementation of a systematic continuous improvement process	Evidence suggests the school board and superintendent consistently work together and periodically communicate to monitor the implementation of a systematic continuous improvement process	Evidence suggests the school board and superintendent frequently work together and communicate frequently to monitor the implementation of a systematic continuous improvement process
	Evidence suggests the school board and superintendent do not use data sources to monitor continuous improvement processes	Evidence suggests the school board and superintendent use minimal data sources on an infrequent basis to monitor continuous improvement processes	Evidence suggests the school board and superintendent use some data sources on a sporadic basis to monitor continuous improvement processes	Evidence suggests the school board and superintendent use multiple data sources in an ongoing basis to monitor continuous improvement processes
	Evidence suggests the school board and superintendent do not monitor continuous improvement	Evidence suggests the school board and superintendent inconsistently monitor continuous improvement	Evidence suggests the school board and superintendent often analyze data to monitor continuous improvement	Evidence suggests the school board and superintendent often analyze data in multiple ways (e g., trend data, comparison data) to systematically monitor continuous

				improvement	
	Evidence suggests the district has no technology infrastructure	Evidence suggests the district has a technology infrastructure including minimal personnel support	Evidence suggests the district has an somewhat effective and somewhat efficient technology infrastructure including some personnel support	Evidence suggests the district has an effective and efficient technology infrastructure including personnel support	

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

<u>*Purpose setting questions:*</u>

1. How do we structure professional learning opportunities for all staff members?
2. How do we determine what professional learning opportunities will be provided to staff members?
3. How do we evaluate our professional learning opportunities?
4. In what ways do we collaborate?
5. What is the focus of staff collaboration?
6. How do we evaluate our educational practice?

Indicator	**Level of Performance**				**Evidence/Data**
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: Professional Development	*All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, emotional, and behavioral programming needs.*				
	Evidence suggests educators do not participate in professional learning	Evidence suggests few educators participate in professional learning	Evidence suggests most educators participate in some job-embedded professional	Evidence suggests all educators participate in job-embedded professional learning	

opportunities	opportunities	learning opportunities	opportunities
Evidence suggests professional growth opportunities do not provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs	Evidence suggests professional growth opportunities inconsistently provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs	Evidence suggests professional growth opportunities consistently provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs	Evidence suggests professional growth opportunities almost always provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs
Evidence suggests professional learning opportunities are not coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests some professional learning opportunities are coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests most professional learning opportunities are moderately coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests virtually all professional learning opportunities are highly coordinated to improve academic, physical, social, emotional, and behavioral programming needs
Evidence suggests professional learning opportunities are not monitored for effectiveness of outcomes	Evidence suggests some professional learning opportunities are monitored for effectiveness of outcomes	Evidence suggests most professional learning opportunities are consistently monitored for effectiveness of outcomes	Evidence suggests virtually all professional learning opportunities are systematically monitored for effectiveness of outcomes
Evidence suggests opportunities for professional learning are not individualized based on educator needs	Evidence suggests some opportunities for professional learning are individualized based on educator needs	Evidence suggests most opportunities for professional learning are individualized based on educator needs	Evidence suggests virtually all opportunities for professional learning are individualized based on educator needs

Indicator B:	Indicator B: *All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.*	

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Professional Collaboration	Evidence suggests educators do not engage in collaborative inquiry and reflective practice	Evidence suggests some educators infrequently engage in collaborative inquiry and reflective practice including problem analysis, solution generation, and outcome evaluation	Evidence suggests most educators occasionally engage in collaborative inquiry and reflective practice including problem analysis, solution generation, and outcome evaluation	Evidence suggests virtually all educators consistently foster a culture of collaboration, inquiry, and reflective practice including problem analysis, solution generation, and outcome evaluation	
	Evidence suggests time is not devoted to educator collaboration	Evidence suggests time is periodically devoted to educator collaboration	Evidence suggests structured time is frequently devoted to effective educator collaboration	Evidence suggests structured time is continuously devoted to effective educator collaboration	
	Evidence suggests collaborative inquiry does not lead to implementation of effective strategies	Evidence suggests collaborative inquiry infrequently leads to implementation of effective strategies leading to improved student outcomes	Evidence suggests collaborative inquiry frequently leads to implementation of effective strategies leading to improved student outcomes	Evidence suggests collaborative inquiry consistently leads to implementation of effective strategies leading to improved student outcomes	
Indicator C: Support Personnel Professional Development	*All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.*				
	Evidence suggests educators do not participate in professional learning opportunities	Evidence suggests few educators participate in professional learning opportunities	Evidence suggests most educators participate in some job-embedded professional learning opportunities	Evidence suggests virtually all educators participate in job-embedded professional learning opportunities	
	Evidence suggests professional learning opportunities do not provide targeted knowledge and skills to improve professional practice	Evidence suggests some professional learning opportunities inconsistently provide targeted knowledge to improve professional practice	Evidence suggests most professional learning opportunities consistently provide targeted knowledge and skills to improve professional practice	Evidence suggests virtually all professional learning opportunities almost always provide targeted knowledge and skills to significantly improve professional practice	

	Evidence suggests professional learning opportunities are not coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests some professional learning opportunities are coordinated to improve academic, physical, social, and behavioral programming needs	Evidence suggests most professional learning opportunities are moderately coordinated to improve academic, physical, social, emotional, and behavioral programming needs	Evidence suggests virtually all professional learning opportunities are highly coordinated to improve academic, physical, social, emotional, and behavioral programming needs	
Indicator D: Evaluation, Feedback, and Support	*All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.*				
	Evidence suggests an evaluation process is not implemented	Evidence suggests an evaluation process is implemented with some personnel	Evidence suggests a comprehensive evaluation process is consistently implemented with most personnel	Evidence suggests a comprehensive evaluation process is consistently implemented with all personnel	
	Evidence suggests personnel evaluation systems are not reviewed to monitor the effectiveness of the system	Evidence suggests personnel evaluation systems are periodically reviewed to monitor the effectiveness of the system	Evidence suggests personnel evaluation systems are frequently reviewed and analyzed to monitor the effectiveness of the system	Evidence suggests personnel evaluation systems are continuously reviewed and analyzed to monitor the effectiveness of the system	
	Evidence suggests licensed personnel do not individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes	Evidence suggests some licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes	Evidence suggests most licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes	Evidence suggests virtually all licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes	
	Evidence suggests licensed personnel do not individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	Evidence suggests some licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	Evidence suggests most licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	Evidence suggests virtually all licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results	

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Evidence suggests licensed personnel do not receive feedback for reflection on professional practice and to inform professional goals	Evidence suggests some licensed personnel receive targeted feedback for reflection on professional practice and to inform professional goals	Evidence suggests most licensed personnel receive periodic and targeted feedback for reflection on professional practice and to inform professional goals	Evidence suggests virtually all licensed personnel receive frequent and targeted feedback for reflection on professional practice and to inform professional goals
Evidence suggests licensed personnel evaluations are not based on data sources aligned to student outcomes	Evidence suggests some licensed personnel evaluations are based on data sources aligned to student outcomes	Evidence suggests most licensed personnel evaluations are based on multiple data sources aligned to student outcomes	Evidence suggests virtually all licensed personnel evaluations are based on multiple relevant data sources aligned to student outcomes

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

Purpose setting questions:

How do we communicate with primary caregivers?
How are primary caregivers involved with the educational process?
How do we communicate with community stakeholders?
How are community stakeholders involved with the educational process?
How do we collaborate with primary caregivers and community stakeholders?

Indicator	Level of Performance				Evidence/Data
	Ineffective	*Emerging*	*Accomplished*	*Exemplary*	
Indicator A: School-to-home Connections	*District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.*				
	Evidence suggests district and school structures have	Evidence suggests district and school structures have	Evidence suggests district and school structures have been	Evidence suggests district and school structures have been	

not been implemented to support ongoing communication with primary caregivers as allowed by law	sometimes been implemented to support ongoing communication with some primary caregivers as allowed by law	frequently implemented to support ongoing communication with most primary caregivers as allowed by law	consistently implemented to support ongoing communication with virtually all primary caregivers as allowed by law
Evidence suggests district/school personnel and primary caregivers do not utilize a variety of communication strategies that take into account the diversity of district/school population	Evidence suggests district/school personnel and primary caregivers sometimes utilize a variety of communication strategies that take into account the diversity of district/school population	Evidence suggests district/school personnel and primary caregivers frequently utilize a variety of communication strategies that take into account the diversity of district/school population	Evidence suggests district/school personnel and primary caregivers almost always utilize a variety of communication strategies that take into account the diversity of district/school population
Evidence suggests district/school personnel do not utilize two-way communication with primary caregivers to provide mutual supports and guidance as allowed by law	Evidence suggests district/school personnel sometimes utilize two-way communication with primary caregivers to provide mutual supports and guidance as allowed by law	Evidence suggests district/school personnel frequently utilize two-way communication with primary caregivers to provide mutual supports and guidance as allowed by law	Evidence suggests district/school personnel almost always utilize two-way communication with primary caregivers to provide mutual supports and guidance as allowed by law
Evidence suggests district/school personnel do not provide meaningful information for primary caregivers on aspects of student learning	Evidence suggests district/school personnel sometimes provide meaningful information for primary caregivers on some aspects of student learning	Evidence suggests district/school personnel frequently provide meaningful information for primary caregivers on most aspects of student learning	Evidence suggests district/school personnel almost always provide meaningful information for primary caregivers on virtually all aspects of student learning
Evidence suggests primary caregivers do not have access to communication strategies to gain knowledge of their student's learning as	Evidence suggests primary caregivers sometimes have access to a few communication strategies to gain knowledge of some	Evidence suggests primary caregivers frequently have access to multiple communication strategies to gain knowledge of most	Evidence suggests primary caregivers almost always have access to multiple communication strategies to gain knowledge of virtually all

	allowed by law	aspects of their student's learning as allowed by law	aspects of their student's learning as allowed by law	aspects of their student's learning as allowed by law	
Indicator B: Student Personal Development	*The district and school leverage existing resources to provide a coordinated system of support for the whole child.*				
	Evidence suggests district/school personnel do not prioritize resources to include a coordinated system of support for the whole child	Evidence suggests district/school personnel sometimes prioritize resources to include a minimally coordinated system of support for the whole child	Evidence suggests district/school personnel frequently prioritize resources to include a coordinated system of support for the whole child	Evidence suggests district/school personnel almost always prioritize resources to include a well-coordinated system of support for the whole child	
	Evidence suggests district/school personnel do not provide methods for caregivers to develop knowledge and skills	Evidence suggests district/school personnel sometimes provide methods for caregivers to develop knowledge and skills which may include activities, print materials, online resources and direct communication with staff members	Evidence suggests district/school personnel frequently provide multiple and diverse methods for caregivers to develop knowledge and skills including activities, print materials, online resources and direct communication with staff members	Evidence suggests district personnel and educators almost always provide multiple and diverse methods for caregivers to develop knowledge and skills linked to support for the whole child including activities, print materials, online resources and direct communication with staff members	
Indicator C: Student Advocates	*Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.*				
	Evidence suggests district/school personnel do not communicate with primary caregivers and/or relevant community agencies	Evidence suggests district/school personnel sometimes communicate with primary caregivers and some relevant community agencies	Evidence suggests district/school personnel frequently communicate with primary caregivers and most relevant community agencies	Evidence suggests district/school personnel almost always communicate with primary caregivers and virtually all relevant community agencies	
	Evidence suggests	Evidence suggests	Evidence suggests	Evidence suggests	

district/school personnel do not solicit input from caregivers and/or relevant community agencies in providing supports for the whole child	district/school personnel sometimes solicit input from caregivers and some relevant community agencies in providing supports for the whole child	district/school personnel frequently solicit input from caregivers and most relevant community agencies in providing supports for the whole child	district/school personnel almost always solicit input from caregivers and virtually all relevant community agencies in providing supports for the whole child	
Evidence suggests district/school personnel do not partner with relevant community agencies to provide supports to meet the needs of the whole child	Evidence suggests district/school personnel sometimes partner with some relevant community agencies to provide supports to meet the needs of the whole child	Evidence suggests district/school personnel frequently partner with most relevant community agencies to provide supports to meet the needs of the whole child	Evidence suggests district/school personnel almost always partner with virtually all relevant community agencies to provide supports to meet the needs of the whole child	

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

Purpose setting questions:

How do we plan for instruction?
What evidence do we have for alignment of instruction (vertical, horizontal and with standards/frameworks)?
How do we monitor instruction?
What supports do we provide for instructional planning?
How do we evaluate the effectiveness of our instructional environment?
How do we meet the needs of all students?
How does our evaluation system support effective instruction?

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

	monitoring instruction	monitoring instruction		planning and monitoring instruction	
	Evidence suggests instructional staff and district/school leadership do not ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	Evidence suggests instructional staff and district/school leadership sometimes ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	Evidence suggests instructional staff and district/school leadership consistently ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	Evidence suggests instructional staff and district/school leadership almost always ensure that district curriculum is rigorous and emphasizes high level thinking/reasoning	
	Evidence suggests instructional staff and district/school leadership do not ensure support of instructional planning through allocation of appropriate resources	Evidence suggests instructional staff and district/school leadership ensure limited support of instructional planning through allocation of appropriate resources	Evidence suggests instructional staff and district/school leadership ensure moderate support of instructional planning through allocation of appropriate resources	Evidence suggests instructional staff and district/school leadership ensure support of instructional planning through allocation of appropriate resources	
	Evidence suggests instructional staff and district/school leadership do not ensure support of instructional planning through appropriate professional development	Evidence suggests instructional staff and district/school leadership ensure limited support of instructional planning through appropriate professional development	Evidence suggests instructional staff and district/school leadership ensure moderate support of instructional planning through appropriate professional development	Evidence suggests instructional staff and district/school leadership ensure support of instructional planning through appropriate professional development	
Indicator B: *Classroom Environment*	*Instructional staff and district/school leadership collaborate to provide an instructional environment that actively engages all students by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.*				
	Evidence suggests instructional staff and district/school leadership do not collaborate in planning and reviewing relevant aspects of the instructional environment	Evidence suggests instructional staff and district/school leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment	Evidence suggests instructional staff and district/school leadership consistently collaborate in planning and reviewing relevant aspects of the instructional environment	Evidence suggests instructional staff and district/school leadership almost always collaborate in planning and reviewing relevant aspects of the instructional environment	

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Evidence suggests instructional staff and district/school leadership do not ensure that instruction actively engages students	Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction actively engages some students	Evidence suggests instructional staff and district/school leadership consistently ensure that instruction actively engages students	Evidence suggests instructional staff and district/school leadership almost always ensure that instruction actively engages virtually all students
Evidence suggests instructional staff and district/school leadership do not ensure that instruction is effective and utilizes research-based practices	Evidence suggests instructional staff and district/school leadership sometimes ensure that all instruction is effective and utilizes research-based practices	Evidence suggests instructional staff and district/school leadership consistently ensure that all instruction is effective and utilizes research-based practices	Evidence suggests instructional staff and district/school leadership almost always ensure that virtually all instruction is effective and utilizes research-based practices
Evidence suggests instructional staff and district/school leadership do not ensure that instruction addresses the academic and social-emotional needs of all students	Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction addresses the academic and social-emotional needs of all students	Evidence suggests instructional staff and district/school leadership consistently ensure that instruction addresses the academic and social-emotional needs of all students	Evidence suggests instructional staff and district/school leadership almost always ensure that instruction addresses the academic and social-emotional needs of virtually all students
Evidence suggests instructional staff and district/school leadership do not ensure that instruction empowers all students to take responsibility for their own learning	Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction empowers all students to take responsibility for their own learning	Evidence suggests instructional staff and district/school leadership consistently ensure that instruction empowers all students to take responsibility for their own learning	Evidence suggests instructional staff and district/school leadership almost always ensure that instruction empowers virtually all students to take responsibility for their own learning
Indicator C: *Delivery of*	*Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.*		

Instruction	Evidence suggests instructional staff are not supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are minimally supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are fully supported by district/school leadership to utilize research-based strategies	
	Evidence suggests instructional staff do not utilize research-based strategies for instruction, evaluation, and assessment	Evidence suggests instructional staff sometimes utilize research-based strategies for instruction, evaluation, and assessment	Evidence suggests instructional staff often utilize research-based strategies for instruction, evaluation, and assessment	Evidence suggests instructional staff almost always utilize research-based strategies for instruction, evaluation, and assessment	
	Evidence suggests instructional staff do not use strategies to continuously monitor instruction	Evidence suggests instructional staff sometimes use strategies to continuously monitor instruction	Evidence suggests instructional staff often use strategies to continuously monitor instruction	Evidence suggests instructional staff almost always use strategies to continuously monitor instruction	
	Evidence suggests instructional staff do not utilize instructional data to adjust strategies to meet the needs of the whole child	Evidence suggests instructional staff sometimes utilize instructional data to adjust strategies to meet the needs of the whole child	Evidence suggests instructional staff often utilize instructional data to adjust strategies to meet the needs of the whole child	Evidence suggests instructional staff almost always utilize multiple sources of data to adjust strategies to meet the needs of the whole child	
Indicator D: *Professional Responsibilities*	*Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning.*				
	Evidence suggests instructional staff and district/school leadership do not monitor the entire teacher evaluation system for consistent implementation	Evidence suggests instructional staff and district/school leadership sometimes monitor the entire teacher evaluation system for consistent implementation	Evidence suggests instructional staff and district/school leadership consistently and collaboratively monitor the entire teacher evaluation system for consistent implementation	Evidence suggests instructional staff and district/school leadership almost always systematically and collaboratively monitor the entire teacher evaluation system for consistent	

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				implementation	
	Evidence suggests instructional staff and district/school leadership do not monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance	Evidence suggests instructional staff and district/school leadership sometimes monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance	Evidence suggests instructional staff and district/school leadership consistently and collaboratively monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance	Evidence suggests instructional staff and district/school leadership almost always systematically and collaboratively monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance	