






## Domain II: Continuous Improvement of Instruction

Element3: The school leader is aware of predoministrutational pactices throughout the school.

## Sample Evidences

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

Notes:

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



## Domain II: Continuous Improvement of Instruction

Element4: The school leader ensures that teachers are provided with clear, ongoing evaluations of the pedagogical strengths and weaknesses that are based multiple sources of data and are consistent with student achievement data.

#### Sample Evidences

Highly specific scales are in place to provide teachers accurate feedback on their pedagogical stream weaknesses

Teacher feedback and evaluation data based on multiple sources of information including, but not limited to: direct observation, teacher seleport, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers

Teacher evaluation data are regularly used as the subject of conversation between school leaders teachers

Data shows the school leader provides frequent observations and meaningful feedback to teacher Ongoing data are available to support that teacher extituns are consistent with student achieveme data

When asked, teachers can describe their instructional strategies that have the strongest and weak relationships to student achievement

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	Ineffective (1)	Developing (2)	Effective(3)	Highly Effective (4)
II(4): The school	The school leader	The school leader	The schooleader	The school leader
leader ensures	attempts to	ensures that	ensures that	ensures that teacher
that teachers are	ensure that	specific evaluation	specific evaluation	evaluation processes
provided with	specific evaluation	data are collected	data are collected	are updated regularly
clear, ongoing	data are collected	on each teacher	on each teacher	to ensure the results
evaluations of	on each teacher	regarding their	regarding their	are consistent with
their pedagogical	regarding their	pedagogical	pedagogical	student achievement
strengths and	pedagogical	strengths and	strengths and	data.
weaknesses that	strengths and	weaknesses and	weaknesses and	
are based on	weaknesses and	that these data	that these data	
multiple sources	that these data	are gathered from	are gathered from	
of data and are	are gathered from	multiple sources.	multiple sources	
consistent with	multiple sources,		AND monitors the	
student	but does not		extent to which	
achievement	complete the task		teacher	
data.	or does so partially		evaluations are	
	OR the school		consistent with	
	leader does not		student	
	attempt to do so.		achievement data.	




# Domain III: A Guaranteed and Viable Curriculum

to state and district s		that the school curri	culum and accompa	inying assessments a
Sample Evidences				
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	o.cog ==================================	, place that elec		one reverse or person



## Domain III: A Guaranteed and Viable Curriculum

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

#### Sample Evidences

A written list of essential elements is in place

A curriculum audit has been conducted that ideates how much time it would take to adequately address the essential elements

Teams regularly meet to discuss the progression and viability of documents that articulate essenti content and timing of delivery (e.g. pacing guides, curriculum maps)

Time available for specific classes and courses meets the state or district specifications for those and courses

Data are available to show that students are ready to be contributing members of society and participate in a global community

Data are available to show that students are college and career ready

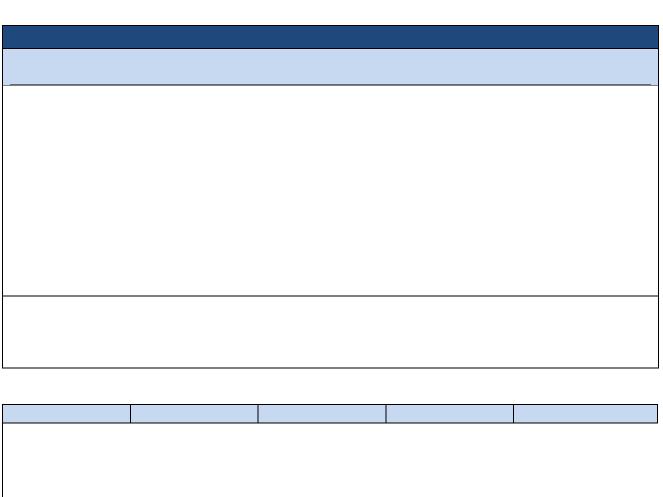
A plan is in place to monitor the curriculum is taught in the time available to teachers

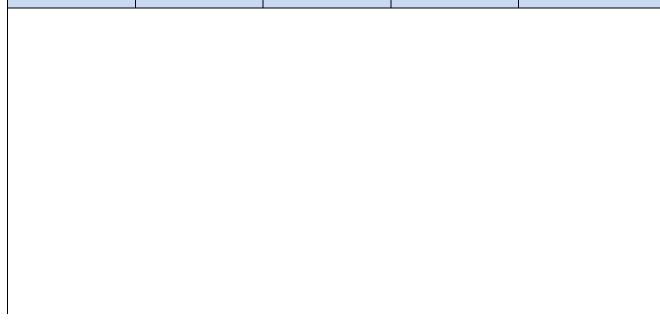
When asked, teachers can describe which elements are essentiabartote taught in the scholar time. When asked, students report they have time to learn the essential curriculum

Notes:

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









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

students.	
Sample Evidences	
<ul> <li>Professionalearning communities (PLCs) are in place and meet regularly</li> <li>PLCs have written goals</li> <li>d Z</li></ul>	P
<ul> <li>Student achievement and growth are analyzed by PLCs</li> <li>Data teams are in place and have written goals</li> <li>The progress of each data team towards reaching its goals is regularly examined</li> <li>To maintain a focus on student achievement, the school leader collects and reviews men</li> </ul>	nutes, note
goals from meetings $\hat{U}$ When asked, teachers can explain how being a member of a PLC has helped them graph $\hat{U}$ $$	





Domain V: School Climate						
Element 2:The school leade what is best for all student po	r has the trust of the opulations.	faculty and staff that	his or her actions are guided b			
Sample Evidences						
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## Domain V: School Climate

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

## Sample Evidences

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

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Ineffective (1)		



