



















## Domain II: Continuous Improvement of Instruction

Element 3: The school leader is aware of predominant instructional practices throughout the school.

### Sample Evidences

- ^ Walk-through or other informal observation data are aggregated in such a way as to display predominant instructional practices in the school
- ^ Forthright feedback is provided to teachers 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 school

Notes:

### Scale

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



## Domain II: Continuous Improvement of Instruction

Element4: The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on 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 strengths and weaknesses
- Teacher feedback and evaluation data are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, 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 and teachers
- Data shows the school leader provides frequent observations and meaningful feedback to teachers
- Ongoing data are available to support that teacher evaluations are consistent with student achievement data
- When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

Notes:

### Scale

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





## Domain III: A Guaranteed and Viable Curriculum

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

### Sample Evidences

- ^ Curriculum documents are in place that correlate the written curriculum to state and district standards.
- ^ Rubrics or proficiency scales are in place that clearly delineate student levels of performance.



### Domain III: A Guaranteed and Viable Curriculum

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

#### Sample Evidences

- A written list of essential elements is in place
- A curriculum audit has been conducted that indicates 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 essential 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 classes and courses
- Data are available to show that students are ready to be contributing members of society and participate in a global community
- Data are available to show that students are college and career ready
- A plan is in place to monitor the curriculum is taught in the time available to teachers
- When asked, teachers can describe which elements are essential and are taught in the school time
- When asked, students report they have time to learn the essential curriculum

Notes:

#### Scale

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









## Domain IV: Cooperation and Collaboration

Element 3: The school leader ensures that teacher teams and collaborative groups regularly interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

### Sample Evidences

- ^ Professional learning communities (PLCs) are in place and meet regularly
- ^ PLCs have written goals
- ^ Common assessments are created by PLCs
- ^ Student achievement and growth are analyzed by PLCs
- ^ Data teams are in place and have written goals
- ^ The progress of each data team towards reaching its goals is regularly examined
- ^ To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, goals from meetings
- ^ When asked, teachers can explain how being a member of a PLC has helped them grow professionally









## Domain V: School Climate

Element 2: The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Sample Evidences

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## Domain V: School Climate

Element 3: The school leader ensures that faculty and staff perceive the school environment as 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 about the safety of the school
- ^ Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- ^ Evidence of practicing emergency management procedures for specific incidents is available
- ^ Evidence of updates to 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 visible and accessible
- ^ When asked, faculty and staff describe the school as a place focused on learning

Notes:

### Scale

|  | Ineffective (1) |  |  |  |
|--|-----------------|--|--|--|
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