

RUBRIC:

Pennsylvania Essential Practices for Schools

CONDITION: **Focus on Continuous Improvement of Instruction**

Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation, and individualization, and evidence-based instructional strategies are identified and supported.



PRACTICE 1: Align curriculum, assessments, and instruction to the PA Standards

FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	No instructional materials or assessments demonstrate the rigor of the PA Standards.	Some instructional materials and assessments demonstrate the rigor of the PA Standards.	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. Materials and resources are used in all classrooms and programs and continuously revised by educators and support staff to ensure alignment with student needs.
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
		<ul style="list-style-type: none"> • What is the evidence that our school has a written curriculum aligned to Pennsylvania’s standards? • How do we know that all educators understand how the content they teach builds on, or relates to, content in other grades/subjects? 		<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Individualized Education Programs (IEPs) <input type="checkbox"/> Language Instruction Educational Programs (LIEPs) <input type="checkbox"/> Curriculum documents shared with families <input type="checkbox"/> Classroom visits <input type="checkbox"/> Educator survey <input type="checkbox"/> Educator focus groups

PRACTICE 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	There is no evidence of collaborative instructional planning among educators.	Time for collaboration between educators is scheduled, but limited to a few educators, grade levels, or subjects. Use of collaborative planning time is not structured or monitored.	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	The schedule includes time for collaboration for general education, special education, and ESL educators and paraprofessionals. Use of collaborative planning time is structured and systematically evaluated to ensure it helps all educators continually align and improve their practice.
	NOTES / EVIDENCE	GUIDING QUESTIONS	SOURCES OF EVIDENCE	
		<ul style="list-style-type: none"> • How do we create a culture of reflective practice that results in student success? • How do we ensure the effectiveness of our collaborative teams? • How do we define collective responsibility for learning and the actions needed to support it? 	<ul style="list-style-type: none"> <input type="checkbox"/> Master schedule <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> Common assessments <input type="checkbox"/> Data analysis protocol <input type="checkbox"/> Educator survey <input type="checkbox"/> Educator focus groups 	

PRACTICE 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION	<p>NOT YET EVIDENT</p> <p>A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on assessment results.</p>	<p>EMERGING</p> <p>Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.</p>	<p>OPERATIONAL*</p> <p>A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.</p> <p><small>*Refer to the <i>Indicators of Operational Implementation</i> document for “Look-Fors” aligned to this Essential Practice.</small></p>	<p>EXEMPLARY</p> <p>A multi-disciplinary team of educators use a systematic, collaborative process to analyze assessment results within and across grade levels. Programs and instruction are consistently adjusted based on the analysis.</p>
	NOTES / EVIDENCE		GUIDING QUESTIONS	SOURCES OF EVIDENCE
			<ul style="list-style-type: none"> • How do we know our assessment system effectively measures and informs teaching and learning for all student groups? • How do you ensure that stakeholders understand the purposes and results of assessments? • How do we ensure that decision-making is based on comprehensive data analysis? • How do we involve students in data analysis to answer the questions: <ul style="list-style-type: none"> • <i>Where am I now?</i> • <i>Where am I going?</i> • <i>How can I close the gap?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment schedule and samples <input type="checkbox"/> Data analysis protocol <input type="checkbox"/> Data warehouse/data system information <input type="checkbox"/> Examples of student work <input type="checkbox"/> Feedback to students <input type="checkbox"/> Lesson plans <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Classroom visits <input type="checkbox"/> Observations of grade or departmental team meetings <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Student survey

PRACTICE 4: Identify and address individual student learning needs

<p>FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION</p>	<p>NOT YET EVIDENT</p> <p>Structures, practices, and protocols to support data use, evidence-based instructional strategies, and differentiation do not exist.</p>	<p>EMERGING</p> <p>Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual students' academic needs exist but are not consistently used or followed.</p>	<p>OPERATIONAL*</p> <p>Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.</p> <p><i>*Refer to the Indicators of Operational Implementation document for "Look-Fors" aligned to this Essential Practice.</i></p>	<p>EXEMPLARY</p> <p>Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic and non-academic needs, resulting in classroom instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of individual student support strategies.</p>		
	<p>NOTES / EVIDENCE</p>		<p>GUIDING QUESTIONS</p>		<p>SOURCES OF EVIDENCE</p>	
			<ul style="list-style-type: none"> • How do we ensure that our instructional design meets the needs of all learners? • How do we ensure that school-level systems are used intentionally to support student success? 		<ul style="list-style-type: none"> <input type="checkbox"/> Data analysis protocol <input type="checkbox"/> Data warehouse/information system <input type="checkbox"/> Examples of student work <input type="checkbox"/> Feedback forms for students <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student data notebooks <input type="checkbox"/> Professional learning plans <input type="checkbox"/> Classroom visits <input type="checkbox"/> Plans/agendas from cross-role meetings about shared students <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey <input type="checkbox"/> Student survey 	

PRACTICE 5: Provide frequent, timely, and systematic feedback and support on instructional practices

<p>FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION</p>	<p>NOT YET EVIDENT</p>	<p>EMERGING</p>	<p>OPERATIONAL*</p>	<p>EXEMPLARY</p>
	<p>Instructional leaders conduct routine classroom observations required for the educator effectiveness system. There is little to no evidence that specific, actionable feedback on the effectiveness of instruction is being provided to individual educators.</p>	<p>Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators’ instructional practices.</p>	<p>Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.</p> <p><i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i></p>	<p>Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators’ instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.</p>
	<p>NOTES / EVIDENCE</p>	<p>GUIDING QUESTIONS</p>		<p>SOURCES OF EVIDENCE</p>
	<ul style="list-style-type: none"> • How do we ensure continuous improvement of instructional practices in all classrooms? • How do we ensure instructional leaders are prepared to provide high quality, actionable feedback for all subjects they observe? 		<ul style="list-style-type: none"> <input type="checkbox"/> Administrator evaluation schedule <input type="checkbox"/> Administrator schedule – time in classrooms <input type="checkbox"/> Classroom observation/visit protocols <input type="checkbox"/> Protocols for feedback discussions <input type="checkbox"/> Input from leaders on their preparedness to give effective feedback <input type="checkbox"/> Educator focus groups: effectiveness of leaders’ feedback 	

CONDITION: Empower Leadership

School leaders establish a culture of collective responsibility for the academic, social, emotional, and behavioral outcomes of all students (especially students who are economically disadvantaged, students of color, students with disabilities, English learners, and other student groups who are historically marginalized); and continuously monitor and improve programmatic, human, and fiscal resources to ensure achievement of school improvement goals.



PRACTICE 6: Foster a culture of high expectations for success for all students, educators, families, and community members

	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	School leaders understand the importance of high expectations for success for all students, but do not implement strategies to ensure a culture of high expectations throughout the school community.	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
EMPOWER LEADERSHIP	NOTES / EVIDENCE		GUIDING QUESTIONS	SOURCES OF EVIDENCE
			<ul style="list-style-type: none"> How do we ensure that high expectations are being implemented throughout the school community? 	<ul style="list-style-type: none"> <input type="checkbox"/> School mission and vision <input type="checkbox"/> Lesson plans <input type="checkbox"/> Individualized Education Programs (IEPs) <input type="checkbox"/> Language Instruction Educational Programs (LIEPs) <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Current school plan <input type="checkbox"/> Staff, student, and family handbooks <input type="checkbox"/> Classroom visits <input type="checkbox"/> Communications with families <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey <input type="checkbox"/> Student survey

PRACTICE 7: Collectively shape the vision for continuous improvement of teaching and learning

EMPOWER LEADERSHIP	<p>NOT YET EVIDENT</p> <p>The school has a loosely defined theory of action or vision along with established goals and interim benchmarks to guide dramatic school improvement, but the goals and benchmarks are not used to inform the school's work.</p>	<p>EMERGING</p> <p>The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some staff.</p>	<p>OPERATIONAL*</p> <p>The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.</p> <p><small>*Refer to the <i>Indicators of Operational Implementation</i> document for "Look-Fors" aligned to this Essential Practice.</small></p>	<p>EXEMPLARY</p> <p>The school has a defined theory of action or vision driving the priorities related to improvement efforts. The goals and interim benchmarks are used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work by all staff.</p>
	NOTES / EVIDENCE		GUIDING QUESTIONS	SOURCES OF EVIDENCE
			<ul style="list-style-type: none"> • How do we ensure continuous improvement of teaching and learning? • How do we stay focused on achieving our desired results? • How do we ensure that all stakeholders understand and commit to attaining our school's vision? 	<ul style="list-style-type: none"> <input type="checkbox"/> School mission and vision <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Current school plan <input type="checkbox"/> Observations of decision-making process <input type="checkbox"/> Interview with school leader <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey

PRACTICE 8: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

EMPOWER LEADERSHIP	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	School leaders frequently make unilateral decisions, regarding school operations, school culture, and student achievement.	School leaders articulate the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff in shared decision-making or problem-solving.	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
	<ul style="list-style-type: none"> • How do we create an environment that supports the growth of leaders in all stakeholder groups? • What specific roles or opportunities do we offer for educators to make decisions, solve problems, or build leadership capacities? • Do a diverse group of educators participate in leadership roles? 		<ul style="list-style-type: none"> <input type="checkbox"/> School mission and vision <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Current school plan <input type="checkbox"/> School team and committee list <input type="checkbox"/> Observations of decision-making process <input type="checkbox"/> Interview with school leader <input type="checkbox"/> Collective bargaining agreement describing additional roles <input type="checkbox"/> Communications used to inform educators about leadership opportunities <input type="checkbox"/> Professional learning plan <input type="checkbox"/> Educator focus groups 	

PRACTICE 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

EMPOWER LEADERSHIP	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	The school leader does not connect the use of fiscal capital to school goals. School leaders allocate personnel, resources, and programs based on staff preference as opposed to student needs.	The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. School leaders allocate personnel, resources, and programs considering some but not all student needs.	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on changing student needs.
	NOTES / EVIDENCE	GUIDING QUESTIONS	SOURCES OF EVIDENCE	
		<ul style="list-style-type: none"> • How do we ensure the alignment of programmatic, human, and fiscal resources in support of student success and to address inequities? • How do we determine whether students from low income families or students of color are taught at higher rates by teachers who are inexperienced, out of field, or less effective? 	<ul style="list-style-type: none"> <input type="checkbox"/> School budget <input type="checkbox"/> Master schedule/staff assignments <input type="checkbox"/> Protocols for assigning teachers and students to classes <input type="checkbox"/> Protocols for problem-solving meetings <input type="checkbox"/> Educator focus groups 	

PRACTICE 10: Continuously monitor implementation of the school improvement plan and adjust as needed

EMPOWER LEADERSHIP	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	The goals and strategies of the school improvement plan are rarely monitored.	School leaders occasionally monitor the goals and strategies of the school improvement plan.	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	School leaders, staff, and other stakeholders continuously monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
		<ul style="list-style-type: none"> • How do we gather input and share information from our stakeholders? • How do we ensure that decision-making is based on comprehensive data analysis? 		<ul style="list-style-type: none"> <input type="checkbox"/> Current school plan <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Data warehouse/information system <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey

CONDITION: Provide Student-Centered Support Systems

The school maintains a positive climate conducive to learning. School communities work together to remove barriers to learning and enhance opportunities for academic achievement, social and emotional development, and health and wellness.



PRACTICE 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.	<p>The school demonstrates each of the following evidence-based climate standards:</p> <ol style="list-style-type: none"> 1. A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; 2. A comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged; and 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students. <p><small>*Refer to the <i>Indicators of Operational Implementation</i> document for “Look-Fors” aligned to this Essential Practice.</small></p>	<p>The school demonstrates each of the following evidence-based climate standards:</p> <ol style="list-style-type: none"> 1. A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; 2. A comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged; 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and 4. Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	NOTES / EVIDENCE	GUIDING QUESTIONS	SOURCES OF EVIDENCE	
		<ul style="list-style-type: none"> • How do we create an environment where all school community feel welcome and safe? • How do we ensure that our learning environment supports student success? • How do we ensure that all student groups experience a positive climate and similar classroom management/discipline responses? 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom/building posters and publications <input type="checkbox"/> District/school website <input type="checkbox"/> District/school policies <input type="checkbox"/> Campus/building walk-through <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey <input type="checkbox"/> Student survey 	

PRACTICE 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports

PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS	<p>NOT YET EVIDENT</p> <p>There is no evidence of a schoolwide behavior plan.</p>	<p>EMERGING</p> <p>The schoolwide behavior plan includes:</p> <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively-stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. <p>There is limited evidence of implementation of the schoolwide behavior plan.</p>	<p>OPERATIONAL*</p> <p>The schoolwide behavior plan includes:</p> <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. <p>Most staff and students can clearly articulate the features of the schoolwide behavior plan.</p> <p><i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i></p>	<p>EXEMPLARY</p> <p>The schoolwide behavior plan includes:</p> <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. <p>All staff implement the procedures outlined in the schoolwide behavior plan. School leaders monitor implementation using data.</p>
	NOTES / EVIDENCE	GUIDING QUESTIONS	SOURCES OF EVIDENCE	
		<ul style="list-style-type: none"> • How do we create an environment where all school community feel welcome and safe? • How do we ensure that our learning environment supports student success? • How do we ensure that all student groups experience a positive climate and similar classroom management/discipline responses? 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, student, and family handbooks <input type="checkbox"/> Behavioral support program/activity information <input type="checkbox"/> Instructional materials <input type="checkbox"/> Discipline referral forms <input type="checkbox"/> Data warehouse/information system <input type="checkbox"/> Positive behavior reinforcement materials <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> School discipline data <input type="checkbox"/> Signs and postings inside and outside school building <input type="checkbox"/> Classroom visits <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey <input type="checkbox"/> Educator focus groups 	

PRACTICE 13: Implement a multi-tiered system of supports for academics and behavior

PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	The school has established readiness for systems change and determined that MTSS implementation is desirable and feasible, but there is little evidence that implementation has begun.	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	The school has established a seamless system of integrated service delivery that is sustainable. There is consistent evidence of equitable, efficient, and effective outcomes.
	NOTES / EVIDENCE	GUIDING QUESTIONS	SOURCES OF EVIDENCE	
		<ul style="list-style-type: none"> • How do we ensure that our instructional design meets the needs of all of our learners? • How do we define and ensure high quality instruction in all of our classrooms? 	<ul style="list-style-type: none"> <input type="checkbox"/> Master schedule <input type="checkbox"/> Tier 1 lesson plan samples <input type="checkbox"/> Tier 2 lesson plan samples <input type="checkbox"/> Tier 3 lesson plan samples <input type="checkbox"/> Student learning data <input type="checkbox"/> Research/rationale for selection of interventions <input type="checkbox"/> Screening instruments <input type="checkbox"/> MTSS team meeting agendas and notes <input type="checkbox"/> Progress monitoring instruments <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> School calendar of events <input type="checkbox"/> District/school website <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey 	

PRACTICE 14: Implement evidence-based strategies to engage families to support learning

Types of Engagement:

1. Assist families in providing housing, health, nutrition, clothing, and safety and developing the skills of families for all age levels.
2. Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.
3. Recruit and organize family volunteer opportunities.
4. Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Include families in school decisions, developing family leaders and representatives.
6. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS	<p>NOT YET EVIDENT</p> <p>There is little to no evidence that the school makes family engagement a priority.</p>	<p>EMERGING</p> <p>Strategies to engage families are evident, but implementation is inconsistent.</p>	<p>OPERATIONAL*</p> <p>Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.</p> <p><i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i></p>	<p>EXEMPLARY</p> <p>Strategies to engage families are evident across the school community. Stakeholders are continuously engaged in assessing the needs of students and families, evaluating implementation and outcomes of family engagement strategies, and adjusting family engagement strategies as needed.</p>
	NOTES / EVIDENCE		GUIDING QUESTIONS	SOURCES OF EVIDENCE
			<ul style="list-style-type: none"> • How do we use a variety of tools and approaches to reach all stakeholders? • How do we ensure that all communication is responsive to the diversity of our stakeholders? • How do we ensure that families are integral parts of our learning community? • How do we invite and involve families to support student success? 	<ul style="list-style-type: none"> <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> School calendar of events <input type="checkbox"/> District/school website <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups <input type="checkbox"/> Educator survey <input type="checkbox"/> Family survey

PRACTICE 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the school

PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	The school lacks established strategies and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results. School personnel and community partners assess the effectiveness of their relationships on a regular basis to continuously improve opportunities and supports.
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
	<ul style="list-style-type: none"> • How do we use a variety of approaches and tools to reach all stakeholders? • How do we ensure that all communication is responsive to the diversity of our stakeholders? • How do we ensure that community partners are integral parts of our learning community? • How do we invite and involve community partners to support student success? 		<ul style="list-style-type: none"> <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> District/school events calendar <input type="checkbox"/> District/school website <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Student focus groups 	

CONDITION: Foster Quality Professional Learning

School leaders, educators, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.



PRACTICE 16: Identify professional learning needs through analysis of a variety of data

FOSTER QUALITY PROFESSIONAL LEARNING	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	Professional learning needs are determined based upon school leaders', educators' and staff interests and preferences, with little or no analysis of data.	Professional learning needs are identified using limited sources of data.	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families). <i>*Refer to the Indicators of Operational Implementation document for "Look-Fors" aligned to this Essential Practice.</i>	Professional learning needs are identified and differentiated through a collaborative analysis process that includes school leaders, educators, and staff using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
		<ul style="list-style-type: none"> • How do we use data and the school improvement process to identify professional learning needs? 		<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning needs assessment results <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Samples of staff member professional goals <input type="checkbox"/> Protocol used to select facilitators/ vendors <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Educator survey

PRACTICE 17: Use multiple professional learning designs to support the learning needs of staff

FOSTER QUALITY PROFESSIONAL LEARNING	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	Educators and support staff receive single, stand-alone professional learning that are informational and mostly large-group presentation designs.	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.	Educators and support staff actively participate in professional learning, most of which is job- embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	School leaders, educators and support staff actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom visits, online networks).
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
	<ul style="list-style-type: none"> • How do we create opportunities for differentiated professional learning? • How do we ensure that professional learning is ongoing and job-embedded to support the needs of staff and students? • How do we ensure staff is engaged in individual and group reflection, allowing them to share new learning and revise their practices? • How do we ensure we meet the professional learning needs of new staff and less effective staff? 		<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Educator survey 	

PRACTICE 18: Monitor and evaluate the impact of professional learning on staff practices and student learning

FOSTER QUALITY PROFESSIONAL LEARNING	NOT YET EVIDENT	EMERGING	OPERATIONAL*	EXEMPLARY
	Monitoring and evaluating the impact of professional learning on staff practices rarely occurs.	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. <i>*Refer to the Indicators of Operational Implementation document for “Look-Fors” aligned to this Essential Practice.</i>	Professional learning includes extensive follow-up with descriptive feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.
	NOTES / EVIDENCE	GUIDING QUESTIONS		SOURCES OF EVIDENCE
		<ul style="list-style-type: none"> • How do we ensure that professional learning is implemented with fidelity and positively impacts student achievement? • How do we measure indicators of educator practice and student outcomes that specifically align with goals for professional learning activities? 		<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Data used to measure educator practice and student outcomes aligned with goals for professional learning activities <input type="checkbox"/> Educator focus groups <input type="checkbox"/> Educator survey

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