

Teaching for Learning

Standard 1: Standards and Instructional Planning

The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Indicator 1.a. Standards-Based Focus

Teachers plan instruction based on the district's curriculum aligned with Colorado Academic Standards and grade-level expectations.

- 1.a.1. Teaching/Learning Cycle. Teachers have a common understanding of a standards-based teaching and learning cycle.
- 1.a.2. Curriculum Analysis. Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content area(s).
- 1.a.3. Indicators of Mastery. The school uses indicators of mastery, such as evidence outcomes, to describe types and levels of performance expected at each grade level.
- 1.a.4. Horizontal Articulation. Teachers participate in horizontal curriculum articulation (within grade level or department/course) within the school to ensure consistency of planning and practice.
- 1.a.5. Vertical Articulation within School. Teachers participate in vertical articulation (cross-grade or content area) to ensure there are no gaps or unnecessary overlaps in curriculum.
- 1.a.6. Vertical Articulation across Schools. Teachers participate in vertical curriculum articulation across schools at key transition points to clarify expectations and ensure there are no gaps or unnecessary overlaps.
- 1.a.7. Communication with Students and Families. Standards and grade-level expectations are communicated effectively to students and families.
- 1.a.8. Job-Embedded Professional Learning. Instructional staff engages in ongoing, job-embedded professional learning opportunities (including coaching) to initiate and refine standards-based instructional planning.

Teaching for Learning: Standard 1

Indicator 1.b. Guaranteed and Viable Curriculum

Teachers consistently plan instruction to ensure a guaranteed and viable curriculum is provided.

- 1.b.1. **Equitable and Challenging.** Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level.
- 1.b.2. **21st Century Skills.** Twenty-first century skills (i.e., collaboration, critical thinking, invention, information literacy, and self-direction) are routinely incorporated into instructional planning.
- 1.b.3. **Prepared Graduate Competencies.** Instructional planning (P-12) incorporates prepared graduate competencies to ensure student success in postsecondary and workforce settings.
- 1.b.4. **Relevance.** Instructional planning emphasizes the relevance and application of acquired knowledge and skills to real-world situations.
- 1.b.5. **Information Literacy and Technology.** Instructional planning includes student research, information literacy, reasoning skills, and students' routine access to available technology at each grade level.
- 1.b.6. **Resource Allocation.** Planning ensures teachers have sufficient time, materials, and instructional tools to teach the curriculum so students can learn the content and perform at mastery level.
- 1.b.7. **Access to Curriculum.** All students have access to the district's guaranteed and viable curriculum regardless of content area, level, course, or teacher.

Teaching for Learning: Standard 1

Indicator 1.c. Instructional Planning

Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning.

- 1.c.1. Collaborative Planning. School administrators promote collaborative planning by scheduling adequate time in the master schedule.
- 1.c.2. Backwards Design. Teachers use a backwards design process to ensure instructional planning begins with the end in mind, starting with the big ideas, learning targets, and planned criteria to assess mastery.
- 1.c.3. Data and Planning. Teachers use student data and current performance levels when planning instruction.
- 1.c.4. Common Planning Expectations. Teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.
- 1.c.5. Planning Tools. Teachers use aligned curricular documents and other tools (e.g., curriculum maps, pacing guides) to guide their instructional planning.
- 1.c.6. Rigor. Teachers include high expectations and academic rigor for all students in their instructional planning.
- 1.c.7. Academic Program Alignment. Curriculum is coordinated and aligned across academic programs (e.g., special education, gifted education).
- 1.c.8. Curriculum and Materials. Teachers understand the different purposes of curriculum and instructional programs/materials and use both appropriately in instructional planning.
- 1.c.9. Accountability. School administrators monitor instructional plans and hold teacher teams accountable for developing standards-based lessons.

Standard 2: Best First Instruction

Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Indicator 2.a. Standards-Based Instruction

Instructional staff consistently implements standards-based instructional practices.

- 2.a.1 Learning Goals. Teachers ensure that all students understand the goal of each lesson.
- 2.a.2. Clear Performance Expectations. Teachers consistently communicate expectations for mastery-level performance using tools such as exemplars, models, rubrics, checklists, and think-alouds.
- 2.a.3. Instructional Focus. Teachers ensure that instruction emphasizes concepts and skills to meet grade-level expectations.
- 2.a.4. Formative Assessment. Teachers continually monitor and adjust instruction and content based on multiple checks for understanding and formative assessment.
- 2.a.5. Evaluation of Instruction. Teacher teams regularly evaluate the impact of classroom instruction on student learning.
- 2.a.6. Job-Embedded Professional Learning. Instructional staff engages in job-embedded professional learning opportunities (including coaching) to improve teaching and learning.

Teaching for Learning: Standard 2

Indicator 2.b. Instructional Context

Instructional practices and resources are in place to facilitate and support effective teaching and learning.

- 2.b.1. Maximizing Learning Time. Teachers provide bell-to-bell instruction and implement classroom procedures that reduce interruptions and minimize lost instructional time.
- 2.b.2. Classroom Management. Student behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.
- 2.b.3. School-Home Communication. The school provides school-home communication focused on ways for families to support student learning.
- 2.b.4. Homework Practices. Homework is aligned to previously-taught learning targets, extends student learning, and generates instructional follow-up.
- 2.b.5. Instructional Resources. Instructional resources (e.g., textbooks, supplemental reading, library resources, technology) are sufficient to support effective teaching of the curriculum.
- 2.b.6. Access to Early Childhood Education. The school provides or collaborates with community agencies to provide early childhood instructional services aligned with the K-12 system.

Teaching for Learning: Standard 2

Indicator 2.c. Instructional Practices

Teachers consistently use instructional strategies informed by current research to raise student achievement and close achievement gaps.

- 2.c.1. Gradual Release of Responsibility. Instructional staff provides an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice.
- 2.c.2. Direct and Explicit. Instructional staff uses modeling, demonstrations, and multiple examples to teach skills and strategies and provides frequent opportunities for student practice and response.
- 2.c.3. Review/Re-teach/Revise. Teachers review learning strengths and errors with students, re-teach as needed, and help students revise their work.
- 2.c.4. Cognitive Engagement. Teachers use strategies to ensure students are cognitively engaged (e.g., reciprocal teaching, problem-based learning, cooperative group learning, independent practice).
- 2.c.5. Skillful Questioning. Teachers plan classroom questions to help students deepen and revise their thinking and support students in asking questions as an integral part of learning.
- 2.c.6. Integration. Teachers help students make relevant connections within and between disciplines and present new concepts in multiple contexts to ensure transfer of learning.
- 2.c.7. Thinking Skills. Teachers routinely and explicitly model and incorporate higher order thinking, meta-cognition, and problem solving skills into daily lessons.
- 2.c.8. Accountability. School leadership routinely monitors classroom instruction and provides ongoing feedback to ensure teachers provide effective instruction.

Teaching for Learning: Standard 2

Indicator 2.d. Meeting Individual Needs

Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.

- 2.d.1. Differentiation. Instructional staff adjusts, clarifies, or re-frames instructional strategies, routines, or content in a timely way to ensure groups of students and individual students are mastering required learning.
- 2.d.2. Learner-Centered Pedagogy. Classroom instruction provides each student with multiple opportunities to apply background knowledge, correct misconceptions, and engage in deliberate and meaningful practice as new learning is acquired.
- 2.d.3. Variety of Resources. Teachers use a variety of materials, curricula, and academic tasks that are responsive to the range of student needs.
- 2.d.4. Linguistic Strategies. The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.
- 2.d.5. Enrichment. Teachers provide opportunities for students performing at grade level and beyond to ensure their learning is challenging, engaging, and sustained.
- 2.d.6. Early Childhood Instruction. Preschool instruction builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary.

Teaching for Learning: Standard 2

Indicator 2.e. Students as Learners

Teachers empower students to share responsibility for, and be actively engaged in, their learning.

- 2.e.1. Student Engagement. Student participation is active, purposeful, and thoughtful.
- 2.e.2. Student-Friendly Language. Teachers share learning targets, performance requirements, and assessment results in student-friendly language.
- 2.e.3. Descriptive Feedback. Teachers provide students with regular, specific, and timely descriptive feedback to help them improve their performance.
- 2.e.4. Mastery Requirements. Students know and can articulate what is required to demonstrate mastery of grade-level expectations.
- 2.e.5. Self-Evaluation. Students learn to evaluate their current performance in relation to expectations for mastery using rubrics, scoring guides, examples, and exemplars to analyze and improve their work.
- 2.e.6. Goal-Setting. Students use feedback and assessment results to set and monitor their learning goals.
- 2.e.7. Efficacy and Perseverance. Teachers develop student efficacy and help students persist when faced with a challenging task.
- 2.e.8. Student Reporting. Teachers involve students (e.g., student led-conferences, journals) in reporting their progress to families.

Standard 3: Assessment of and for Learning

The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Indicator 3.a. Use of Assessment and Data

Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.

- 3.a.1. Data System Use. School leadership and instructional staff access and use data systems to efficiently manage, disaggregate, display, and report multiple types and sources of data.
- 3.a.2. Time Scheduled. School administrators ensure time is routinely scheduled for collaborative teams to engage in data dialogue.
- 3.a.3. Data Dialogue. Common processes, protocols, and language for analyzing data are used schoolwide.
- 3.a.4. Student Assessment Practices. Teachers ensure students understand the purpose of each assessment, acquire test-taking strategies, and use assessment as a tool for learning.
- 3.a.5. Assessment Purposes. School leadership and instructional staff understand the purpose of each assessment (e.g., screening, diagnosing, progress monitoring, measuring achievement).
- 3.a.6. Common Assessments. Grade levels and departments use common assessments and scoring guides to ensure fidelity to curriculum and consistent performance expectations.
- 3.a.7. Review of Classroom Assessments. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistency in measuring intended outcomes.
- 3.a.8. Assessment Rigor. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by the Colorado standard(s) being assessed.
- 3.a.9. Opportunities to Demonstrate Mastery. Teachers provide students with multiple opportunities and/or strategies to demonstrate progress toward mastering grade-level expectations.
- 3.a.10. Analysis of Student Work. Teacher teams frequently analyze student work as an important source of data to evaluate both student learning and effectiveness of instruction.
- 3.a.11. Job-Embedded Professional Learning. School leadership and staff members engage in ongoing, job-embedded professional learning opportunities (including coaching) to enhance and refine assessment practices (e. g., interpreting data, participating in data dialogue, modifying instruction based on student data).
- 3.a.12. Accountability. School leadership routinely monitors the use of school and classroom-level assessments and provides ongoing feedback to ensure teachers use high quality assessment practices.
- 3.a.13. Monitoring Data-Informed Decisions. Data teams routinely evaluate the effectiveness of their data-informed decisions.

Teaching for Learning: Standard 3

Indicator 3.b. Assessment for Learning

Formal and informal assessment data are analyzed during the learning process to modify instructional strategies or content to meet the needs of learners.

- 3.b.1. **Checking for Understanding.** Teachers adjust classroom instruction based on frequent and regular checks for understanding/formative assessment (e.g., teacher questions, student responses, student questions, observations).
- 3.b.2. **Progress Monitoring.** Teachers use the results of formal and informal assessments to predict student performance, monitor and adjust curriculum and instructional practices, and identify and address group or individual needs.
- 3.b.3. **Interim Assessments.** Interim assessments determine progress over time (e.g., end of unit, quarter) and help guide decisions regarding the need for additional intervention.
- 3.b.4. **Feedback to Students.** Assessment results are shared with students to help them revise their work and improve their understanding of how they learn.
- 3.b.5. **Data Analysis.** Individual and disaggregated group data are routinely analyzed to identify specific student needs, evaluate classroom practices, and modify instruction.

Teaching for Learning: Standard 3

Indicator 3.c. Assessment of Learning

School leadership and instructional staff use multiple sources of summative assessment data to evaluate student learning and instructional effectiveness.

- 3.c.1. **Interim and Summative Data.** Interim and summative assessments provide information on student mastery and help evaluate the effectiveness of instructional practices and programs across content areas and grade levels.
- 3.c.2. **External Sources of Data.** School leadership and instructional staff use external assessment results (e.g., Colorado Growth Model, state assessments) to obtain information on student learning, achievement gaps, and instruction.
- 3.c.3. **Patterns of Achievement.** School leadership and instructional staff analyze a variety of assessment data to determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.
- 3.c.4. **Reports to Families.** School leadership ensures that summative assessment results are shared in timely, clear, and convenient ways with students and families.

Standard 4: Tiered Support

The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.a. System of Tiered Supports

The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning.

- 4.a.1. Continuum of Supports. The school provides a comprehensive continuum of evidence-based, supplementary instruction and intervention.
- 4.a.2. Progression of Learning. Teachers design a progression of learning that leads students to master grade-level expectations.
- 4.a.3. Integral to Teaching/Learning Cycle. Tiered support is an integral part of a rigorous, ongoing teaching/learning cycle.
- 4.a.4. Behavior Supports. The school implements a proactive system of instruction and intervention for behavior to ensure that each student is a successful member of the school learning community.
- 4.a.5. Quality of Interventions. Classroom-level and schoolwide interventions provided for both remediation and advanced needs are systematic, timely, and intentional.
- 4.a.6. Research/Needs Based. All intervention models, programs, or strategies are research based and delivered to meet the individual learning needs of students.
- 4.a.7. Flexible Resource Allocation. The school allocates time, materials, and personnel to respond to student learning concerns based on need.
- 4.a.8. Ongoing Monitoring. The school ensures ongoing, frequent use of data to monitor that learning is accelerated or enriched as intended.
- 4.a.9. Student Participation Criteria. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
- 4.a.10. Job-Embedded Professional Learning. The school staff engages in ongoing, job-embedded professional learning (including coaching) to help improve implementation of tiered academic and behavioral supports.

Teaching for Learning: Standard 4

Indicator 4.b. Multiple Learning Opportunities

Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/or department, and then beyond the classroom.

- 4.b.1. Tiered Supports. The school provides multiple opportunities and interventions for students in need using a system that includes at least three tiers including best first instruction, Tier II (targeted/supplemental), and Tier III (intensive).
- 4.b.2. Best First Instruction. Instructional staff places a primary focus on the best first instruction of all students.
- 4.b.3. Tier II Interventions. Tier II grade level or content instructional interventions are provided for students performing below mastery to supplement their classroom instruction.
- 4.b.4. Tier II Extended Enrichment. Tier II extended enrichment opportunities are available for students performing above mastery to supplement their classroom instruction.
- 4.b.5. Tier III Remedial Intervention. Tier III interventions are provided with sufficient time, intensity, and frequency to meet individual remedial needs of students at the highest risk of failure or dropping out of school.
- 4.b.6. Tier III Advanced Intervention. Tier III interventions are provided with sufficient time, intensity, and frequency to specifically meet individual student advanced needs.
- 4.b.7. Integrated Support. Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the school's tiered intervention process to provide collaborative support for student learning.
- 4.b.8. Extended Learning Opportunities. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
- 4.b.9. Accountability. School leadership routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation.

Teaching for Learning: Standard 4

Indicator 4.c. Family and Community Partnerships

The school develops and sustains family and community partnerships to share responsibility for student success.

- 4.c.1. Partnerships for Student Success. Collaborative partnerships with families and the community are cultivated and emphasize shared responsibility for the success of students.
- 4.c.2. Active Family Participation. Families are active participants in the problem-solving model to identify concerns, determine strategies, and implement actions to support positive student outcomes.
- 4.c.3. Supported Family Partnerships. The school ensures families are provided opportunities to be partners in supporting student learning (e.g., math nights, parenting classes).
- 4.c.4. External Support. The school communicates timely information to students and families regarding available external support services such as health and social services.

Organizing for Results

Standard 5: Leadership

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.a. Expectations for Excellence

School leadership holds and communicates explicit high expectations for the performance of students and adults.

- 5.a.1. Student Expectations. School leadership effectively communicates a shared vision of high expectations for the academic and behavioral performance of all students.
- 5.a.2. Adult Expectations. School administrators hold staff accountable for planning, teaching, and assessing in ways that promote student learning.
- 5.a.3. Adult Learning Model. School administrators intentionally model the importance of continued adult learning.
- 5.a.4. Professionalism. School leadership models and expects professionalism from all staff members.

Organizing for Results: Standard 5

Indicator 5.b. Instructional Leadership

School leadership focuses on improving and supporting effective teaching and learning.

- 5.b.1. **Visible and Accessible in Classrooms.** School administrators are visible and accessible within classrooms and frequently work with teachers to address instructional needs.
- 5.b.2. **Supervision and Evaluation.** School administrators implement supervision and evaluation processes that develop and sustain the performance of a highly competent staff.
- 5.b.3. **Culture of Collaboration.** School leadership promotes and supports a schoolwide culture of collaboration.
- 5.b.4. **Schoolwide Dialogue.** School leadership facilitates ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices.
- 5.b.5. **Teacher Leadership.** School administrators promote teacher leadership capacity within the school.

Organizing for Results: Standard 5

Indicator 5.c. School Efficiency and Effectiveness

School administrators develop and align systems, processes, and resources to establish and sustain an effective teaching and learning environment.

- 5.c.1. Organizational Direction. School administrators ensure that the roles and responsibilities (tasks, processes, and relationships) of all staff members are clear.
- 5.c.2. Protecting Time. School administrators establish parameters and develop schedules that maximize instructional, preparation, and collaborative time.
- 5.c.3. School Management. School administrators ensure a safe and well-organized environment for staff and students throughout the school campus by establishing clear schoolwide expectations and procedures and ensuring their implementation with fidelity.
- 5.c.4. Decision Making. School administrators establish, communicate, and implement decision-making processes and protocols and ensure clarity about the locus of decision making.
- 5.c.5. Maximizing Resources. School leadership aligns available resources (e.g., personnel, fiscal, time, materials) with school priorities to maximize school effectiveness.

Organizing for Results: Standard 5

Indicator 5.d. Capacity Building

School leadership continually builds school capacity to impact student and staff success.

- 5.d.1. Guiding Change. School leadership facilitates improvement efforts guided by an understanding of change processes.
- 5.d.2. School Focus. School leadership effectively minimizes factors that distract from the primary purpose of raising student achievement.
- 5.d.3. Distributed Leadership. Leadership is intentionally developed and distributed among individuals and teams (e.g., building leadership team, data teams, teacher leaders) to foster shared ownership of school success.
- 5.d.4. Communication. School leadership supports school change by listening, sharing results and needs, revisiting the schools vision and goals, and cultivating input from staff, students, and the school community.
- 5.d.5. Motivation/Encouragement. School leadership motivates and encourages teachers for the challenges of teaching to mastery.
- 5.d.6. Networking. School leadership networks with colleagues, district leadership, stakeholders, and outside entities to support improvement efforts.
- 5.d.7. Family and Community Partnerships. School leadership initiates and sustains activities which result in meaningful family and community engagement, support, and ownership of the school.

Organizing for Results: Standard 5

Indicator 5.e. Knowledge and Skills

School leadership demonstrates knowledge and skills in the areas of academic performance, learning environment, and organizational effectiveness.

- 5.e.1. Rigorous Teaching/Learning Cycle. School leadership understands what is required to implement a rigorous cycle of teaching and learning and guides practices and processes for systemic implementation.
- 5.e.2. Diversity. School leadership values diversity and demonstrates the knowledge and skills needed to work effectively with staff, students, families, and community members from diverse cultures and ethnicities.
- 5.e.3. Systems Thinking. School leadership applies systems thinking to support school improvement efforts.
- 5.e.4. Conflict Resolution. School leadership uses conflict management and resolution strategies effectively.

Standard 6: Culture and Climate

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.a. Academic Expectations

School leadership and staff demonstrate the belief that all students can learn at high levels.

- 6.a.1. High Expectations. The school culture is one of high academic expectations, “no excuses,” and problem solving.
- 6.a.2. Learner-Centered. School leadership and staff establish and sustain a learning and learner-centered focus among all members of the school community.
- 6.a.3. Urgency/Responsibility. School leadership and staff demonstrate an understanding of and accept responsibility for the urgent need to improve student outcomes.
- 6.a.4. Institutionalized Best Practices. School leadership ensures that coherent, common research-based practices for the teaching/learning cycle are consistently evident in all classrooms.
- 6.a.5. Accountability for Quality Work. Teachers hold students accountable for producing quality work and provide students with quality criteria (indicators of mastery) and support.
- 6.a.6. Recognition of Quality Work. School staff members showcase quality student work as exemplars and use examples of student work to celebrate achievement.
- 6.a.7. Pedagogy. Teachers incorporate an understanding of how students learn into instruction.

Organizing for Results: Standard 6

Indicator 6.b. Inclusive Learning Environment

Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.

- 6.b.1. Welcoming Environment. The school demonstrates a welcoming and inviting environment for all students, families, and community members.
- 6.b.2. Accessible to Families. School leadership and staff make themselves available to work with families in addressing student needs.
- 6.b.3. Commitment to Equity. Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations.
- 6.b.4. Cultural Awareness. School staff members promote understanding of and respect for all cultural backgrounds as an integral component of the learning environment.
- 6.b.5. Culturally Responsive Communication. Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.
- 6.b.6. Student Participation. The school makes an intentional effort to involve students from all sub-groups in academic and extra-curricular activities.
- 6.b.7. Professional Learning: Diversity. Staff members participate in professional learning to implement practices that support equity and an understanding of diversity.

Organizing for Results: Standard 6

Indicator 6.c. Safe and Orderly Environment

The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.

- 6.c.1. Condition of the School. The physical structures and condition of the school provide students and staff members with a safe, healthy, and orderly learning environment.
- 6.c.2. Behavioral Expectations. Behavioral expectations are well defined, posted in a variety of settings, and clearly communicated to students and families.
- 6.c.3. Reinforcing Expectations. Staff members consistently teach, re-teach and reinforce behavioral expectations and classroom routines.
- 6.c.4. Classroom Consequences. School leadership ensures that a consistent sequence of consequences for negative student behaviors is equitably applied in classrooms throughout the school.
- 6.c.5. School Consequences. School leadership enforces schoolwide behavioral expectations and applies consistent and appropriate consequences.
- 6.c.6. Positive Reinforcement. Staff members use praise and positive reinforcement to motivate students to high levels of behavior and academic performance.
- 6.c.7. Environment Data. Learning environment data (e.g., culture/climate surveys, opinion surveys, focus groups) are regularly collected and analyzed to help evaluate the effectiveness of school culture and climate.

Organizing for Results: Standard 6

Indicator 6.d. Trust and Respect

The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults.

- 6.d.1. Culture of Collaboration. A culture of collaboration is established and evident throughout the school.
- 6.d.2. Student/Adult Relationships. Students can identify at least one adult with whom they have a positive relationship. Establishing positive and trusting student/adult relationships is a school priority.
- 6.d.3. Staff/Family Relationships. Establishing positive and trusting relationships with families is a school priority.
- 6.d.4. Respect. Members of the school community respectfully consider the perspectives of others.
- 6.d.5. Motivation. Staff members challenge and inspire students to meet high expectations for performance.
- 6.d.6. Celebration. School, staff, and student success is highly valued and publicly celebrated.
- 6.d.7. Safe Environment. School leadership facilitates the creation of a safe environment for teachers and staff to work as a learning community.

Standard 7: Effective Educator

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.a. High Quality Staff

The school implements processes that support recruitment and retention of high quality professional staff.

- 7.a.1. High Expectations. School leadership communicates clear and high expectations for professional practice.
- 7.a.2. Recruitment. School leadership recruits teachers who demonstrate the content knowledge, instructional skills, and interpersonal skills necessary to perform successfully within a standards-based teaching/learning environment.
- 7.a.3. Supporting/Retaining Staff Members. The school provides active, constructive support (e.g., coaching, mentoring, peer assistance) to staff members designed to maintain and extend their capacity to contribute effectively to student learning and school improvement.
- 7.a.4. Mentors. Mentors are well-trained, selected based on effectiveness, and held accountable for engaging in frequent and meaningful activities with staff.
- 7.a.5. Support for New Staff. The school provides new educators with a school-level orientation program which includes a focus on school learning expectations, operations, culture, and community.
- 7.a.6. Performance Improvement. School administrators ensure training and mentoring is provided to low-performing teachers to improve their performance.
- 7.a.7. Staff Assignments. School administrators implement a strategic approach to staff assignments that matches teacher skills to student needs.
- 7.a.8. Staff Efficacy. Staff members exhibit confidence that they will accomplish academic and personal goals.

Organizing for Results: Standard 7

Indicator 7.b. Supervision and Evaluation

The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.

- 7.b.1. System of Supervision and Evaluation. School administrators use a transparent, clearly defined, and fully implemented system of employee supervision and evaluation to improve professional and instructional practices.
- 7.b.2. Staff Growth Goals. Staff members collaborate with their supervisor to develop annual growth goals designed to build professional capacity and improve performance.
- 7.b.3. Meaningful Feedback. School administrators provide regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals.
- 7.b.4. Value of Evaluation. Teachers understand the evaluation process and regard it as an important factor in their professional growth.

Organizing for Results: Standard 7

Indicator 7.c. Professional Learning

Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.

- 7.c.1. Needs-Based Plan. The school conducts a comprehensive needs assessment to develop a plan for professional learning based on the needs of students and adults within the school.
- 7.c.2. Job-Embedded. Professional learning is ongoing and job-embedded (e.g., mentoring, coaching, lesson study).
- 7.c.3. Research-Based. Selection of professional learning opportunities is intentional and grounded in current research.
- 7.c.4. Coaching. Coaches have the technical knowledge and skills to work successfully with staff members and are held accountable for helping staff improve professional performance.
- 7.c.5. Reflection and Revision. Professional learning promotes independent and group reflection that enables teachers to share innovations and revise classroom practices.
- 7.c.6. Differentiated. Professional learning is differentiated to support the professional growth of instructional staff and school leadership.

Organizing for Results: Standard 7

Indicator 7.d. Impact of Professional Learning

Professional learning is monitored and evaluated to ensure it supports the work of the school and improves teacher effectiveness.

- 7.d.1. Follow-up. School leadership provides ongoing follow-up and support for professional learning to ensure new knowledge, skills, and practices are effectively implemented.
- 7.d.2. Expectations for Implementation. School administrators provide clear and specific expectations for implementing new skills and practices with fidelity.
- 7.d.3. Evaluation of Professional Learning. Professional learning opportunities are routinely evaluated for relevance, usefulness, and effectiveness in improving professional practice.

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.a. School Mission and Goals

The school's vision, mission and goals are meaningful, clearly communicated, and used to provide a sense of purpose, direction, and identity for the school community.

- 8.a.1. Beliefs and Values. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community.
- 8.a.2. Communication and Relevance. School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school community's commitment to student success.
- 8.a.3. Alignment/Focus. School leadership and staff members intentionally align decisions, actions, and initiatives to the school's mission and goals.

Organizing for Results: Standard 8

Indicator 8.b. Cycle of Continuous Improvement.

The school engages in a sustained cycle of continuous improvement focused on student achievement.

- 8.b.1 Focus. School leadership establishes and sustains a focus on continuously improving student achievement.
- 8.b.2. Data Systems. The school uses systems for access and analysis that ensure timely and continuous use of data to improve student achievement.
- 8.b.3. Strategic Actions. Improvement efforts are effectively aligned with other school priorities and adjusted as needed.
- 8.b.4. Manageable Initiatives. School administrators identify a manageable number of priorities for school improvement.
- 8.b.5. Theory of Action. Improvement activities are purposefully designed to address prioritized performance challenges in a way that will result in significant improvements in student learning.

Organizing for Results: Standard 8

Indicator 8.c. Improvement Planning

School leadership and staff use an inclusive, thoughtful, and thorough process to write, implement, monitor, evaluate, and adjust the school's Unified Improvement Plan (UIP).

- 8.c.1. Collaborative Process. School leadership uses a collaborative process to develop, implement, and monitor the UIP.
- 8.c.2. Representative Group. A representative group of instructional staff, families, and community members are actively engaged in the UIP process.
- 8.c.3. Comprehensive Data Analysis. School leadership and staff regularly analyze multiple types of data (i.e., student learning, demographic, process, perception) to plan and revise school improvement efforts.
- 8.c.4. Relevant Research. The school applies current and relevant educational research to the development of the UIP.
- 8.c.5. Ownership of UIP. School leadership and staff have ownership for the implementation and outcomes of the UIP.
- 8.c.6. Implementation Checks. School leadership regularly monitors and adjusts implementation of the UIP based on performance targets, interim measures, and implementation benchmarks.