

Improvement of Instructional Practice

Shared Vision of Effective Instruction

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> Has a vision for classroom instruction that is based primarily upon personal experience and the principal's understanding of the district's teacher evaluation system. Principal and teacher interactions reveal that teachers are unaware of the principal's vision for instruction. 	<ul style="list-style-type: none"> Uses an instructional framework to collect and analyze observation data during some classroom visits. Principal and teacher conversations reveal differences in the descriptions of what the principal and teachers saw and heard as well as differences in the language they use to describe what was observed. 	<ul style="list-style-type: none"> Uses an instructional framework to establish and communicate a common language and shared vision for effective instructional practice. Principal and teacher conversations reveal similarities in the way they describe what teachers and students should be saying and doing. 	<ul style="list-style-type: none"> Engages teachers collaboratively in the use of an instructional framework to collect and analyze observation data. Conducts conversations with teachers that reveal shared understanding and common language of quality instructional practice that provides equitable learning experiences for all students.
<ul style="list-style-type: none"> Has limited knowledge of state standards or how to use them to drive instruction. 	<ul style="list-style-type: none"> Uses knowledge of state standards to ensure student learning is aligned with grade-level standards in some content areas and/or for some students. 	<ul style="list-style-type: none"> Understands state standards and ensures student learning is aligned with grade-level standards that drive instruction for all students. 	<ul style="list-style-type: none"> Engages teachers in the discussion of the instructional practices driven by standards to build and sustain a shared vision and common language about quality instruction.

Management of Systems and Processes

Professional Growth

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> Provides optional opportunities for teachers to collaborate. 	<ul style="list-style-type: none"> Provides time and space for both content and grade-level teacher collaboration. 	<ul style="list-style-type: none"> Creates and maintains a supportive working environment. Provides the time, space and resources for ongoing, genuine and meaningful teacher collaboration. 	<ul style="list-style-type: none"> Creates and maintains a supportive working environment. Provides the flexible time, space and resources for ongoing, genuine and meaningful teacher collaboration around student and teacher learning needs.
<ul style="list-style-type: none"> Models individual decision-making and primarily independent ways of working. 	<ul style="list-style-type: none"> Attempts to model effective collaboration. 	<ul style="list-style-type: none"> Models and facilitates effective collaboration. 	<ul style="list-style-type: none"> Models and facilitates effective collaboration that is reflected in teachers' work and the school's collaborative structures and processes.
<ul style="list-style-type: none"> Provides opportunities for teacher professional development to comply with the district plan priorities. 	<ul style="list-style-type: none"> Provides opportunities for teacher professional development through whole-staff presentations. 	<ul style="list-style-type: none"> Develops and implements a process to identify multiple types of professional development (observing each other's practice, coaching, modeling, lesson study, cycle of inquiry, peer-to-peer teaming, etc.) based on individual needs of teachers aligned to the vision and mission of academic success for every student. 	<ul style="list-style-type: none"> Using the ongoing analysis of data, implements a collaborative process to identify differentiated types of professional development (observing each other's practice, coaching, modeling, lesson study, cycle of inquiry, peer-to-peer teaming, etc.) based on identified needs of each individual teacher aligned to the vision and mission of academic success for every student.
<ul style="list-style-type: none"> Provides whole-group presentations as the primary form of professional development. 	<ul style="list-style-type: none"> Professional development is planned as one-day or multi-day workshops. 	<ul style="list-style-type: none"> Implements a comprehensive approach for supporting and developing staff using appropriate modes and structures. 	<ul style="list-style-type: none"> Provides opportunities for teachers to take ownership for ensuring their own continuous professional growth by reflecting on their instructional practice data and student performance and setting professional growth goals using differentiated modes and structures.