

# SCHOOL KEYS

Unlocking Excellence through the Georgia School Standards



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School Improvement



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# Introduction

The School Keys: *Unlocking Excellence through the Georgia School Standards* are the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, What Works in Schools (2003), School Leadership that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

The School Keys can be best utilized when combined with data collected using the Georgia Assessment of Performance on Schools Standards (GAPSS Analysis) instruments. The GAPSS Analysis provides the instruments and tools that can be applied to the School Keys strands to determine school needs and, based on quantitative and qualitative data collected from a variety of sources, chart the progress of the school. Using

formative data, the School Keys also can be used as a guide for continuous improvement at the school level as schools identify the next level of growth, develop plans to assist them in reaching full implementation of each strand, and tracking their progress.

The School Keys will serve as the summary document to identify a school's level of implementation in each of the eight strands and correlated standards. At the conclusion of the GAPSS Analysis, the team members will identify the levels of implementation on each standard by use of the linguistic rubrics. With these summary results, analyzing the information for school improvement will follow a logical sequence. Information is available to readily discuss areas of need with school and system personnel.

The Georgia Department of Education encourages the use of the School Keys and the GAPSS Analysis by schools, systems, and Regional Educational Service Agencies (RESAs) as tools to assist in measuring, guiding, and facilitating the constant growth that occurs as a school strives for continuous improvement.

**CURRICULUM - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.**

**Curriculum Standard 1: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).**

**C 1.1 Written and Aligned Curriculum Documents**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No written curriculum documents (e.g., maps, units, scope and sequence documents, guides) exist to support the implementation of the Georgia Performance Standards, or the textbook is the curriculum.	Some written curriculum documents exist to support the GPS, but they are not complete at all grade levels and subject areas and/or do not address all of the Georgia Performance Standards.	Most curriculum documents reflect a planned, systematic alignment of content and skills with the GPS across a majority of grade and subject areas.	All written curriculum documents fully align with all of the GPS and serve as useful guides for instructors to ensure that students know, do, and understand requirements for each subject area for each grade level and grading period.

**C 1.2 Horizontal and Vertical Alignment**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is little if any evidence of horizontal and vertical alignment within and across grade levels and subject areas.	There is some evidence of horizontal and vertical alignment, but the GPS elements are inconsistent within and across grade levels and subject areas.	There is general evidence of horizontal and vertical alignment among curriculum elements, but some additional work in this area would be beneficial.	The overall curriculum is carefully and fully aligned with horizontal elements supporting the GPS and vertical elements preparing students for growing levels of standards mastery.

### C 1.3 Curriculum Planning Process

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Because of the lack of curriculum planning, no students experience a curriculum that is rigorous and requires depth of understanding.	Because of inconsistent or sporadic curriculum planning, many students do not experience a rigorous curriculum that demands depth of understanding.	As a result of this process of curriculum planning, most students participate in a curriculum that requires some level of rigor and understanding.	As a result of this process of curriculum planning, all students participate in a curriculum that requires depth of understanding and rigor.

### **ELEMENTS**

#### **Operational Descriptors for This Standard**

- a) **Curriculum maps or equivalent documents** - Curriculum maps exist for all core content areas, and there is evidence of school-wide use.
- b) **Curriculum alignment** - The GPS/QCC curriculum is aligned horizontally and vertically within the school.
- c) **Curriculum units or equivalent documents** - Curriculum units have been developed using a common framework, and there is evidence of school-wide use.
- d) **Integration** - Teachers use the curriculum design to make connections within and across subject areas.
- e) **Rigor** - Curriculum that challenges all learners to demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.



**Curriculum Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).**

**C 2.1 School-wide Curriculum Collaboration**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Attempts to plan collaboratively and design curriculum are not evident.	Individual teachers or teams of teachers have begun to align curriculum and design units of study and related curriculum products without a consistent school-wide approach.	A majority of the staff collaborates to align the written curriculum (e.g., units, courses of study) with GPS, ensuring that they understand and implement the standards with consistency and in alignment with state expectations across most grade levels and subject areas.	Schoolwide collaboration on curriculum design and implementation is consistently evident, with teachers and administrators demonstrating a clear, consistent, and shared understanding of what students are expected to know, do, and understand at all grade levels and subject areas.

**C 2.2 Systematic and Consistent Approach to Collaborative Planning**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
As a result of a lack of collaborative planning, there is no evidence of teachers agreeing on what all learners should know, do, and understand at key points in their education.	As a result of sporadic collaborative planning, there is inconsistency concerning expectations regarding what all learners should know, do, and understand within and across grade levels and subject areas.	As a result of this systematic approach to collaborative planning, there is general agreement concerning what all learners should know, do, and understand, but there are some areas where further agreement and consensus building are necessary.	As a result of a systematic and consistent approach to collaborative planning, there is a high level of consensus concerning what all learners should know, do, and understand by the end of each grading period at all grade levels and within all subject areas.

## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Systematic approach** - Educators display a school-wide commitment to consistency and consensus building regarding what all learners should know, do, and understand by the end of each grade level and by the end of each grading period within and across subject areas.
- b) **Curriculum planning and articulation** - Educators engage in ongoing planning; discussion among teachers within and across grade levels and content areas occurs regularly.
- c) **Required student performances** - Learning tasks and diagnostic and formative assessment tasks are administered by all teachers within the same grade level and subject to determine students' level of mastery of required performance standards.

**Curriculum Standard 3: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.**

**C 3.1 Monitor and Evaluate Curriculum Implementation**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Attempts to establish a systematic process for curriculum monitoring are not evident.	Administrators and teacher leaders attempt to monitor curriculum implementation absent of a systematic, school-wide process to ensure implementation of all Georgia Performance Standards.	Administrators and teacher leaders systematically monitor and evaluate implementation of aspects of the curriculum at points in the school year, but a greater level of consistency throughout the school year would ensure that the Georgia Performance Standards are fully and effectively taught.	Administrators and teacher leaders monitor and evaluate implementation of the curriculum through an ongoing, systematic school-wide process throughout the school year to ensure consistency within and across classrooms, grade levels, and subject areas relative to all Georgia Performance Standards.

**C 3.2 Curriculum Monitoring System**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
As a result of the absence of a systematic process for monitoring curriculum implementation, there is no review of performance data or student work to revise curriculum implementation and/or align available resources.	As a result of an inconsistent process for monitoring curriculum implementation, there is sporadic review of performance data and student work. Minimal revision of curriculum implementation and alignment of resources occurs as a result.	As a result of a systematic but inconsistent approach for monitoring curriculum implementation, there is only sporadic external review of student work to revise curriculum and align resources.	As a result of a highly effective curriculum monitoring system, administrators and teacher leaders use performance data and the review of student work to revise curriculum implementation and alignment of resources.

## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Curriculum decisions** – Data, research, and assessment of student work are used extensively in making decisions about curriculum.
- b) **Curriculum monitoring** - The school provides a systematic process for monitoring the curriculum to ensure the achievement of all learners relative to Georgia Performance Standards.
- c) **Alignment of curriculum resources** - The school aligns and utilizes all available resources to support and enhance curriculum.

**ASSESSMENT** - *The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.*

**Assessment Standard 1:** A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

**A 1.1 Cohesive, Comprehensive System for Assessing Student Progress**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
A system for assessing student progress does not exist.	Although no formal or complete system for assessment is in place, some teachers do use assessment data to monitor student achievement relative to GPS.	A formal assessment system has been implemented with elements of collaboration between administrators and instructional personnel. However, greater evidence of shared analysis of data and related adjustment of the teaching - learning process would enhance overall and individual student achievement.	A cohesive and comprehensive system for assessing student progress toward the standards is in place. All administrators and instructional personnel collaborate to use assessment data to align and adjust instruction to maximize student achievement.

<b>A 1.2 Teacher Articulation of Standards and Assessments</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Teachers are not able to articulate standards and do not utilize assessments to measure student progress toward the standards.	Some teachers demonstrate an understanding of the standards for which students are responsible and can adjust instruction to improve achievement. More extensive work in this area can improve overall and individual student performance.	Most teachers can articulate required standards and utilize assessments to measure student progress toward the standards, including identifying learning gaps and problems.	All teachers can describe and explain the standards for which their students are responsible. All teachers can also adjust instruction based upon assessment data to improve overall and individual student achievement and address all learning gaps and problems.
<b>A 1.3 Teacher Collaboration Regarding Desired Results and Assessments</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
There is little consistency among assessment practices with no evidence of teachers working together to determine desired results and design assessments.	There is some consistency among assessment practices among some teachers, but much more collaboration in this area would benefit student achievement and the school's overall approach to assessment.	Many teachers are consistent in how they collaborate to determine desired results and design assessment practices, but a more complete, balanced, and consistent approach to using a variety of assessment tools and tasks would be beneficial.	All teachers work together to determine desired results and design assessment practices which are consistent, balanced, and authentic.

## A 1.4 Instruction Aligned to GPS and Adjusted to Meet Student Needs

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Instruction is not aligned to GPS or to emerging assessment data.	Some instruction is aligned to GPS and emerging assessment data, but much more consistent and complete attention to this process is required.	Instruction in many parts of the school is aligned to GPS and emerging assessment data, but some areas of the school would benefit from greater consistency and collaboration.	All instruction is aligned to GPS and is continually adjusted to meet student needs based on recent, relevant formative data, including ongoing collaborative data analysis and review of student work products and performances.

### **ELEMENTS**

#### **Operational Descriptors for This Standard**

- a) **Assessment system** - A system for assessing student progress toward meeting the GPS is developed, communicated, and utilized.
- b) **Assessment design** - Teachers collaborate to design assessments aligned to the GPS.
- c) **Aligned assessment** - Assessment and feedback are specific to the GPS and instruction.
- d) **Student work** - Student work reflects students' achievement of GPS and related learning goals, including students' demonstration of their ability to explain the purpose of what they are doing and why they are doing it.

**Assessment Standard 2: A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.**

**A 2.1 Diagnostic Assessment**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Little if any evidence is present of diagnostic assessment.	Diagnostic assessment is administered sporadically in a limited number of classrooms and subject areas with little evidence of teachers' use of diagnostic data to design and adjust instruction.	Diagnostic assessment is used in many but not all classrooms and subject areas to determine students' requisite background knowledge and skills and adjust instruction to accommodate students' readiness levels.	Diagnostic assessment is a systematic, regular component of the school's overall assessment system, with regular diagnosis of students' acquisition of requisite background knowledge and skills and related instructional interventions.

**A 2.2 Formative Assessment**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Little if any evidence is present of staff use of formative assessment from the beginning to end of instructional units.	Some evidence is present in a limited number of classrooms of teachers' use of formative assessment to monitor student progress over the course of instructional units. Much more attention to this form of assessment is required.	Many teachers use some type of formative assessment to monitor student progress from the beginning to the end of units. However, attention to implementing a more school-wide focus on formative assessment would enhance overall student achievement and the monitoring of individual student progress. Many teachers use formative assessment evidence on a limited basis to provide feedback to students.	All teachers use a variety of formative assessment tasks and tools to monitor student progress over the course of units and to adjust instruction to maximize student achievement relative to GPS. All teachers use formative assessment to provide effective and timely feedback to all students throughout the course of instructional units.



<b>A 2.3 Summative Assessment</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Other than state-mandated standardized testing, no evidence is present of teacher use of summative assessment to evaluate student achievement of GPS.	In addition to standardized test data, some teachers use summative assessments to evaluate student achievement of GPS. However, this is not a school-wide, systematic process and the summative assessments in use reflect a limited range of assessment types and designs.	Many teachers use some form of summative assessments in addition to standardized tests to evaluate student achievement of GPS. However, a more consistent, systematic, and comprehensive school-wide use of this process would enhance the monitoring and evaluation of student achievement at the individual and aggregate levels.	All teachers use a rich variety of summative assessment tasks to evaluate student achievement of GPS. These assessments complement the GPS testing system while enhancing student achievement by using a range of balanced assessment tasks and types. Collaboration on data analysis guides and informs grade-level and school-wide decision-making.
<b>A 2.4 Balanced Assessment</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
A very limited range of assessment tasks and tools is used by a majority of teachers, with a collective emphasis upon tests and quizzes with items such as true - false, fill in the blank, and multiple choice.	Some teachers use a more balanced or complete range of assessment tasks and tools, including reflective assessments, prompts, and projects. However, a majority of teachers emphasize tests and quizzes as their primary diagnostic, formative, and assessment tools.	Many teachers have begun to use a range of diagnostic, formative, and summative assessment tasks to ensure balance in their approach to assessment. They include constructed-response test items, reflective assessments (e.g., logs, journals, think - pair - share), academic prompts, culminating performance tasks and projects, and portfolio assessment. However, a more regular, systematic approach to this process is necessary to expand student achievement results.	All teachers use a comprehensive and balanced approach to diagnostic, formative, and summative assessment. They align desired results with appropriate assessment types. Assessment tasks (e.g., constructed-response test items, reflective assessments, academic prompts, and culminating performance tasks and projects) complement and enhance student achievement and reinforce students' ability to self-monitor and self-evaluate.

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Diagnostic assessment** - A variety of assessment tasks and processes are used to determine students' level of knowledge, skills, and understandings at the beginning of a course, grade level, unit, and/or lesson.
- b) **Formative assessment** - Formal and informal assessment processes and tasks are used throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process.
- c) **Summative assessment** - Formal assessments are administered at key juncture points in a student's education (e.g., at the conclusion of a unit, grading period, course of study) to evaluate the extent to which they have mastered required GPS and related learning goals.
- d) **Balanced assessment** - A variety of effective assessments is utilized to monitor student progress and inform instructional practices. This balanced, comprehensive approach should comprise a photo album rather than a snapshot portrait of student achievement. Balanced assessments can include tests and quizzes (selected-response and constructed-response items); reflective assessments (journals, logs, peer response groups, interviews, conferences); academic prompts (with an articulated format, audience, topic, and purpose); and culminating performance tasks and projects. Students should be actively involved in self-monitoring and self-evaluating using rubrics and scoring keys. They should also include reflections and self-analyses that can be included in work folders and portfolio assessment processes.
- e) **Feedback** - Feedback involves information communicated between the teacher and learner based upon diagnostic, formative, and summative assessment data involving how students are performing relative to GPS. Effective feedback is timely, specific, and provided throughout the learning process.

**Assessment Standard 3:** Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.

**A 3.1 Comprehensive Feedback-Adjustment Process**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>No formalized and systematic assessment process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, and overall organizational productivity.</p>	<p>Although standardized testing data is included as part of the school planning process, no comprehensive school-wide process is in place to monitor and adjust instruction to ensure the continuous improvement of individual learners, subgroups of learners, or overall organizational achievement of school-wide goals.</p>	<p>A comprehensive continuous improvement process has been started at the school, with emphasis upon individual and sub-group achievement on standardized test results involving GPS. Greater emphasis should be placed upon social-relational and organizational goals as well as enhanced feedback-adjustment related to individual and student sub-group achievement of targeted improvement goals (e.g., conflict resolution, discipline, attendance, etc.).</p>	<p>A comprehensive feedback-adjustment process is fully operational in all aspects of the school to ensure continuous improvement for the individual learner, subgroups of students, and the school as a learning community. Emphasis is placed upon monitoring and maximizing achievement in all major learning domains (i.e., the cognitive-intellectual-academic, the affect, the social-relational, and the physical). The school is especially effective in addressing the needs of all special populations, including Special Education, English Language Learners, ADHD, Gifted and Talented, etc.</p>

## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Continuous improvement** - The school develops and implements a systematic and comprehensive process to ensure the achievement of required standards by the individual student, subgroups, and overall learning organization. This approach includes ongoing use of a comprehensive feedback adjustment process of data gathering, data analysis, and adjustment of teaching - learning - assessment processes to reinforce continual progress. The focus of this improvement process can range from the specific (i.e., lesson) to growing levels of complexity and comprehensiveness (i.e., from unit to unit, grading period to grading period, subject area to subject area, and grade level to grade level). At the individual student level, the learner should have multiple opportunities to demonstrate learning. These opportunities should allow students to demonstrate improved performance.

**INSTRUCTION - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).**

**Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.**

**I 1.1 Shared Framework for Instruction**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teaching is not driven by an organizing framework for instruction.	Some teaching is informed by an organizing framework for instruction, but there is evidence of inconsistency in using the framework to plan and deliver instruction.	Most teaching is informed by a consensus-driven organizing framework for instruction and student work with the intent of systematically aligning standards, instruction, and assessment.	All teaching and learning activities are informed by a shared framework for instruction and reflect a shared understanding of what students should know, be able to do, and understand.

**I 1.2 Consensus-Driven Framework for Instruction**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No evidence of collaborative planning is present, resulting in a lack of instructional consistency with GPS within and across classrooms.	The collaborative planning related to state and district standards that does occur is weakened by a lack of a consensus-driven framework for instruction.	The collaborative planning that does occur is linked to standards and student learning needs and is sometimes aligned with a consensus-driven framework.	Teachers plan together using a consensus-driven framework in designing, monitoring, and revising instruction to ensure that students are progressing toward meeting the standards.

## I 1.3 Learning Goals Aligned with GPS

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>Teaching is often driven by the textbook or is activities-based and unaligned with GPS. Students seldom understand the learning goals for which they are responsible.</p>	<p>Teaching is sometimes driven by the textbook or by activities, but there is some evidence of alignment with GPS. Students are frequently unclear about the learning goals for which they are responsible.</p>	<p>Learning goals are generally aligned with GPS, with teaching activities designed to help students achieve proficiency of GPS, but some activities-based lessons are still evident. As a result, some students can explain the learning goals for which they are responsible and how their work reflects standards.</p>	<p>Learning goals are always aligned with GPS and communicated by the instructor, with all teaching - learning - assessment tasks designed to ensure student mastery of GPS. A majority of students know the learning goals for which they are responsible and are able to self-evaluate and contribute to peer review conferences based on the required learning goals and curriculum standards.</p>

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Instructional framework** - An organizing framework that aligns curriculum, assessment, and instruction is utilized to plan quality teaching and learning.
- b) **Collaborative planning for instruction** - Teachers meet collaboratively to develop lessons and units and monitor effectiveness.
- c) **Student work** - Student work reflects students' achievement of GPS and related learning goals, including students' demonstration of their ability to explain the purpose of what they are doing and why they are doing it.
- d) **Data-driven instruction** - Teachers revise the teaching - learning - assessment process based upon data they acquire from diagnostic and formative assessment. In this approach, teaching and assessment are linked and are always aligned with GPS and the monitoring of student achievement of these standards. Teachers modify and adjust teaching and learning based upon their analysis of student achievement data.

**Instruction Standard 2: Research-based instruction is standard practice.**

**I 2.1 Research-Based Learning Strategies and Processes**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Learning environments and classroom instruction lack evidence of research-based practices.	Some learning environments and classroom instruction reflect research-based practices, but a majority is teacher-centered, whole-group instruction, and worksheet- and textbook-driven.	Many learning environments and classroom instruction reflect some aspects of research-based practices, but additional work in this area would enhance student achievement results.	All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.

**I 2.2 Higher-Order Thinking Skills, Processes, and Habits**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Teachers do not emphasize and encourage students to use higher-order thinking skills and processes.	Some teachers emphasize and encourage students to use higher-order thinking skills and processes, but a majority would benefit from greater emphasis upon such strategies as higher-order questions, seminar strategies, and use of authentic projects and student investigations.	A majority of teachers use some strategies and processes to elicit students' higher-order thinking skills and processes, but consideration should be given to eliminating variations in use of these techniques or using them with only a select group of students.	All teachers emphasize and encourage all learners to use higher-order thinking skills (e.g., compare, contrast, classify); processes (e.g., problem-solving, decision-making); and mental habits of the mind (e.g., critical thinking, creative thinking, and self-regulation).

## I 2.3 Differentiated Instruction

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No evidence of differentiated instruction is apparent. Generally, all students are taught the same way.	Evidence of differentiation is sporadic, with a few teachers modifying content, process, product, and learning environment to accommodate students' needs and strengths, but a majority of instruction tends to be teacher-centered and whole-group in approach.	Many but not all teachers make some use of differentiated instruction, including modification of content, process, product, and learning environment to address readiness levels, interests, and learning styles. More work in differentiating instruction, assessment, and learning tasks would benefit student motivation and overall achievement.	All teachers make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students' readiness levels, learning styles, and interests and personal goals.

## I 2.4 Student Work Products

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Student work does not reflect student achievement of GPS and related learning goals. Instead, work tends to be grade-driven and generally unrelated to standards.	Student work sporadically reflects students' achievement of GPS, although some work tends to emphasize grade-driven practices. A majority of work tends to be text or worksheet-driven with little demonstration of students' higher-order reasoning skills and processes.	Many student work products reflect students' achievement of GPS as well as some evidence of higher-order thinking skills and processes. More emphasis upon thinking skills, processes, and habits of mind would enhance student engagement.	Student work consistently reflects students' achievement of GPS and related learning goals, including demonstration of understanding (e.g., explanation, interpretation, application, self-knowledge) and an ability to apply knowledge and skills with a level of independent application and conceptual understanding).



## I 2.5 Flexible Grouping of Students

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
All students are tracked according to strict ability-level groupings which are not flexible or changing, or no grouping practices are used at all.	Some students benefit from flexible grouping, but a majority is assigned to rigid, non-flexible ability-level groupings that have high expectations for some and lower expectations for others. At times, grouping seems to lack purpose or goal orientation, resulting in an activity rather than a learning opportunity.	Many students experience a form of flexible grouping, but greater emphasis upon diagnosis and formative assessment would enhance the impact of these grouping practices. The more teachers use grouping to enhance achievement, the greater the overall gains and achievement of individual students.	All students benefit from instructors' use of flexible grouping practices based upon effective and ongoing diagnosis and formative assessment. Groups are formed and then dissolved in a flexible and proactive manner based upon students' changing readiness levels, interests, and learning styles in relationship to GPS and other learning goals.

## I 2.6 Timely, Systematic, Data-Driven Interventions

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is no evidence of early identification of students who may require additional support resources and interventions to address learning needs and strengths.	Some students are identified as requiring extra assistance, support, or coaching, but there is little if any evidence of a school-wide commitment to required, timely, systematic, and data-driven programs and interventions to address the unique needs of all learners.	Some students benefit from interventions that address their learning weaknesses, but greater emphasis should be given to making such interventions required, data-driven, and systematic for learners requiring extra support and coaching as well as enhancement and acceleration.	All students benefit from required and timely as well as systematic and data-driven interventions that address learning weaknesses and support them to accelerate learning where appropriate.

## I 2.7 Use of Technology

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Technology is either absent or only used mechanically to reinforce students' acquisition of basic skills. There is little evidence of student and teacher collaboration to use technology to enhance standards mastery or higher-order reasoning. No evidence of differentiation related to the use of technology is present, including assistive technology.</p>	<p>Technology is present to a limited extent, but it is either used in a small number of classes or as a tool for tutorials and drill. There is only isolated evidence of its use in the areas of promoting students' higher-order thinking and in differentiating instruction. No action plan is present to move toward whole-school use of technology to enhance the teaching - learning process, e.g., simulations, search engines, assistive technology.</p>	<p>Technology use is relatively expansive throughout the school, with much emphasis given to its use in supporting students' achievement of standards, including tutorials and remediation. There is general evidence of teachers' exploring the use of technology to reinforce higher-order reasoning and differentiation, but the school would benefit from additional resources, professional development, and curriculum integration related to technology. More emphasis should also be given to students' direct use and application of technology within their ongoing learning process.</p>	<p>All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery; to support students' conceptual understanding and independent application of core content; and to differentiate the teaching - learning process to accommodate students' readiness needs, interests, and learning profiles. There is clear and comprehensive evidence of technology being integrated into the curriculum design, development, implementation, and evaluation process. A majority of students demonstrate true ownership of technology as a set of tools and resources to complement their learning process and to reinforce their ability to investigate information and analyze it.</p>

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Research-based** – Teaching - learning - assessment strategies and practices proven by educational research to make a statistically-significant difference in overall and disaggregated student achievement results. Such strategies can include compare/contrast, summarizing and note-taking, providing feedback that is criterion based, using cueing tools, higher-order questioning, and advance organizers.
- b) **Differentiated instruction** - Differentiated instruction is provided to support students according to their instructional needs, including modification of content, process, product, and learning environment based upon students' readiness levels, learning styles, and interests as well as background knowledge.
- c) **Higher order thinking skills** - Higher order thinking skills are emphasized for students, including such discrete, observable skills as comparison, classification, analysis of perspectives, and induction.
- d) **Higher order thinking processes** - Higher order thinking processes are reinforced for all students, including such processes as investigation, problem solving, decision making, and systems analysis.
- e) **Habits of mind** - Teachers reinforce students' life-long dispositions to become effective learners, including their ability to use critical thinking, creative thinking, self-regulation and metacognition.
- f) **Relevance and authenticity** - Whenever possible, instructors attempt to reinforce students' understanding of the purpose of what they are learning and its connection to the world beyond the classroom.
- g) **Sequence of the instructional period** - Learning is supported by predictable, logical presentation of content and ideas in a conducive environment with a variety of instructional delivery modes including technology. Students begin by activating prior learning, including experience-based activities, followed by spiraling and scaffolded tasks that move them toward conceptual understanding and independent use of what they are learning.
- h) **Instructional grouping practices** - The school and/or instructor encourages flexible grouping and sub-grouping of students based upon ongoing diagnosis and formative assessment related to readiness levels, interests, and learning style preferences. This flexible grouping approach is fluid and constantly changing, allowing for student movement within and across groups based upon GPS and related learning goals.
- i) **Additional instructional assistance** - Students receive additional assistance from a variety of sources to master GPS and address their individual learning needs and strengths (e.g., Pyramids of Intervention).
- j) **Technology-based instruction** - Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and processes to support the diverse strengths and needs of all learners. (ISTE NETS)

**Instruction Standard 3: High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.**

**I 3.1 High and Clear Expectations**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
High and clear expectations for achievement are not evident, with a majority of students engaged in factual-recall learning that is textbook and worksheet driven.	High and clear expectations for achievement are apparent in selected classrooms, but not the entire schools. Although some students are held to high expectations, a majority are engaged in factual-recall learning that is textbook and worksheet driven.	High and clear expectations are established by a majority of students working with teachers to ensure achievement of GPS. Some but not all work is authentic and requires higher-order reasoning, but additional emphasis in this area would benefit overall and disaggregated student achievement results.	High and clear expectations are established by all students and all teachers working in partnership. All students are engaged in work that is authentic and standards-driven and requires higher-order reasoning and independent application of GPS.

**I 3.2 Clear, Challenging, Aligned Learning Goals**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Learning goals are not established by students and teachers working collaboratively.	Teachers identify learning goals, but students do not share in the responsibility for goal setting.	Most teachers and students establish and identify clear, challenging learning goals for students that are aligned to GPS, but additional emphasis upon conceptual understanding and independent application would be useful.	All teachers and students work collaboratively on a regular basis to establish and achieve clear, challenging learning goals aligned to GPS and designed to ensure conceptual understanding and eventual independent application.

### I 3.3 Students' Personal Efficacy and Responsibility

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>A majority of students appear to lack a sense of efficacy, assuming that the responsibility for monitoring learning is in the hands of the instructor.</p>	<p>Some students appear to demonstrate a sense of personal efficacy and responsibility, but the majority appears to depend upon the instructor to evaluate their progress and set evaluation criteria.</p>	<p>Most students demonstrate some degree of personal efficacy and responsibility, engaging somewhat actively in self-evaluation and self-monitoring. Some but not all students are engaged in identifying and in applying evaluation criteria in collaboration with the instructor (e.g., benchmark work and anchor papers, rubrics, scoring guides, checklists).</p>	<p>All students demonstrate varying degrees of personal efficacy and responsibility, consistently working with instructors to identify and apply evaluation criteria and monitor their achievement of those criteria via such tools as benchmark work and anchor papers, rubrics, scoring guides, and evaluation checklists.</p>

## ELEMENTS

### Operational Descriptors for This Standard

- a) **High expectations** - All students are held to high expectations based upon GPS and related learning goals and are required to assume active responsibility for their own learning process.
- b) **Appropriate instructional support to achieve high expectations** - All teachers provide students appropriate and ongoing support and coaching to ensure their achievement of GPS and personal learning goals. They also receive support and coaching to self-regulate, self-evaluate, and self-monitor.
- c) **Efficacy (i.e. a “can-do” attitude)** - Students develop a sense of personal responsibility and demonstrate belief in their ability to succeed, including assumption of responsibility for the consequences of their own actions. Responsibility is gradually released to students for their work; goal setting, record keeping monitoring, sharing, exhibiting, and evaluating.
- d) **Student work products used to self-monitor and self-evaluate** - Students use anchor papers and benchmark tasks to internalize rubric or related scoring criteria related to GPS. In turn, they apply their understanding of rubric elements to self-evaluate and modify their papers and other performance tasks. Over the course of time, students use rubric criteria spontaneously and automatically. They also work collaboratively with the instructor to generate rubrics and other scoring guides to evaluate their work and that of peers.



**PLANNING AND ORGANIZATION – *The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.***

***Planning and Organization Standard 1: A current school vision and mission are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.***

**PO 1.1 Written School Vision and Mission Reflective of System Vision and Mission**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>There is no written school vision or mission, or if they do exist, they are not current, and/or they have no relationship to the focus of the school and its continuous improvement process.</p>	<p>Although there is a written school vision and mission, there is limited or no evidence that they currently reflect the system’s vision or mission. There is little concrete evidence that they guide and inform the continuous improvement process.</p>	<p>A written school vision and mission are available and reflect to some degree the system’s vision and mission. However, while some individuals and groups are in consensus about these documents, they do not always guide and inform the continuous improvement process.</p>	<p>A written school vision and mission are reflective of the system’s vision and mission. These documents synthesize the focus of the entire school and reflect consensus and understanding among all administrators, faculty, staff, parents, community, and students. They consistently guide and inform the continuous improvement process.</p>

## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Vision** – The school’s vision presents a picture of the desired future and ways stakeholders would like the school to be different in the future (e.g., five years from now). The principal and school administrators foster the development of the vision of the school, articulate the vision and share the vision as spokespersons for the school, as evidenced by the actions of all stakeholders.
- b) **School mission** – The school’s mission represents a written synthesis of what the purpose of the organization is, individuals and groups responsible for achieving its articulated goals, and the client(s) for whom the school functions as a unique learning organization. It communicates the academic direction of the school and the responsibility of the school to its students. The mission is understood, believed in, and practiced by school staff and other stakeholders.
- c) **Development of the vision and mission** – These documents are written and revised with input from stakeholders and reflect current district/system priorities, including its articulated vision and mission.



**Planning and Organization Standard 2: A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.**

**PO 2.1 Process for Continuous Improvement**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>There is no written school improvement plan; or the school improvement plan is not current; or there are multiple plans that may compete against one another. There is no evidence of consensus building or eliciting the input of all stakeholders. The plan tends to be “pro forma,” existing as an artifact but not as a catalyst for addressing gaps in performance.</p>	<p>A data-driven process for continuous improvement only minimally guides and informs the development and implementation of the school improvement plan. Similarly, a plan may exist, but it is not data-driven. Generally, the planning process that may exist involves only a limited number of staff with little or no evidence of consensus-building or collaborative input. Many gaps in student achievement and staff performance need to be addressed in the plan’s design and within the continuous improvement process.</p>	<p>A data-driven process for continuous improvement guides and informs the development and implementation of the school improvement plan. However, there is some evidence that this process and plan are not entirely consensus-oriented and do not reflect the input and ideas of all stakeholders. The plan does help staff to achieve short-and long-range performance goals, with some related evidence of collaboration to address some identified performance gaps.</p>	<p>A data-driven and consensus-oriented process for continuous improvement guides and informs the development and implementation of a current, well-articulated school improvement plan. This process and its related plan effectively guide the work of administrators, faculty, staff, and students to achieve designated short-and long-range performance goals and to work collaboratively to address all identified performance gaps.</p>

<b>PO 2.2 Appropriate, Research-Based Strategies</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
All strategies selected by staff to address gaps and needs identified in their school improvement plan tend to be generic and/or fail to be appropriate, research-based, and/or data-driven to fully achieve designated short- and long-range goals.	A few strategies selected by staff to address gaps and needs identified in their school improvement plan are appropriate and research based, but many are generic or reflect the lack of a solid research base or clear alignment with stated short- and long-range goals.	Many strategies selected by staff to address gaps and needs in their school improvement plan are appropriate and research based, but there are clear gaps and omissions in a few sections of the plan that would be greatly enhanced through research-based strategies and practices.	All strategies selected by staff to address gaps and needs identified in their data-driven school improvement plan are consistently research-based and highly appropriate to ensure the achievement of designated short- and long-range goals.
<b>PO 2.3 School Improvement Plan Implementation Monitored</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
The implementation of the school improvement plan and its impact upon student achievement are not monitored by the administration and the school leadership team.	The implementation of the school improvement plan and its impact upon student achievement are occasionally monitored by the administration and the school leadership team.	The implementation of the school improvement plan and its impact upon student achievement data are monitored on a somewhat regular basis by the administration and the school leadership team, but additional oversight would be beneficial.	The implementation of the school improvement plan and its impact upon student achievement data are closely monitored by the administration and the school leadership team.

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Plan development** - The plan is written and revised with input from stakeholders, is data-driven, and is grounded in research.
- b) **Impact upon student achievement** - The school improvement plan addresses areas of identified needs for all students to ensure the achievement of short- and long-range performance goals.
- c) **Implementation and related monitoring** - Administrative support for and monitoring of the implementation and impact of the school improvement plan occurs on a consistent and frequent basis.
- d) **Governance** - The organizational structure, learning environment, and academic achievement of all learners function as the central focus of school planning and management. A consistent and sustained commitment to engaging the input and involvement of representative stakeholders among student, family, and community groups characterizes a key element of effective school governance. Seven key elements frequently comprise the focus of school governance: policies and practices, leadership, teacher qualifications, system support, decision-making/problem -solving, allocation of resources, and facilitating the change process.
- e) **Problem-solving** - When barriers and obstacles impede the academic achievement or organizational productivity within a school site, collaborative teams engage in a purposeful and structured approach to collaborative problem-solving, generally involving the following steps: (1) identifying the problem, (2) framing the problem as a statement or research questions, (3) collecting and analyzing data and presenting the data to staff and other stakeholders, delineating potential sources and causes at the root(s) of the identified problem(s), (4) using insights and conclusions from this data to generate potential solutions to the articulated problem(s), (5) building consensus about appropriate final problem solutions, (6) generating a viable action plan to address the problem, and (7) monitoring and evaluating the effectiveness and impact of the problem based upon sustained data analysis and presentation.
- f) **Decision-making** - As representative stakeholder groups meet to determine appropriate programs and processes as well as to analyze the causes of academic and organizational problems and related solutions, they use a cohesive and sustained process to arrive at consensus-driven decisions. Generally, this process involves the following stages: (1) Identify the reasons and generate a rationale for the proposed decision(s) being investigated; (2) delineate the range of the decisions to be discussed, including initial discussion of the importance and timeliness of the decision(s) being investigated; (3) frame the decision in consensus-based language; (4) engage in scenarios and projection discussions of the potential impact and effects of various decision outcomes; (5) determine an action plan, including monitoring strategies; (6) implement the decision(s) based upon the final consensus-driven timeline and action plan; (7) monitor the ongoing impact and value added of the decision(s); and (8) integrate this decision-making process into the school improvement planning process, with continuing modification of decisions being implemented.

**Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.**

**PO 3.1 Collaborative Planning for Fiscal Management and Resource Distribution**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is no evidence of collaborative planning involving the district and school related to fiscal management and resource distribution.	There is evidence of collaborative planning involving the school and district related to fiscal management and resource distribution, emphasizing only certain tested areas, or reflecting a limited range of priorities. Not all short- and long-range goals in the school improvement plan are fully funded to ensure their achievement.	There is extensive evidence of collaborative planning involving the district and school related to fiscal management and resource distribution only in targeted areas related to high-stakes testing areas. Other areas are insufficiently funded, or would benefit from additional human, technological, or material resource allocations.	There is extensive evidence of collaborative planning involving the district and the school in all aspects of fiscal management and resource distribution. As a result, there are no evident gaps in student achievement extending from a lack of available human, technological, or material resources.

**PO 3.2 Effective Selection and Use of Resources**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is little if any evidence in classrooms and other school areas of effective selection and use of allocated human, technological, and material resources.	There is some evidence in selected classrooms and school areas of effective selection and use of allocated human, technological, and material resources. Other classrooms and school areas need a more coherent and effective process for resource allocation, distribution, selection, and use.	There is evidence in a majority of classrooms and school areas of effective selection and use of allocated human, technological, and material resources. Some classrooms and school areas would benefit, however, from additional human, technological, and material resources and/or a related process for ensuring their sustained allocation and distribution.	There is extensive evidence in all classrooms and school areas of effective selection and use of allocated human, technological, and material resources.

## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Fiscal management-** Relevant members of the school community collaborate on identifying available federal, state, local, and other financial resources, ensuring that these resources are allocated, coordinated, budgeted, distributed, and spent to support the school's achievement of its continuous improvement targets, including short- and long-range student achievement goals.
- b) **Effective resource allocation-** Careful and sustained fiscal management in the school is aligned with the continuous improvement process articulated in the school improvement plan. As a result, human, financial, technological, and other material resources are allocated and distributed to reinforce the school's achievement of its targets, including short- and long-range performance goals for individual learners and groups of students.

***Planning and Organization Standard 4: All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.***

**PO 4.1 Rules, Policies, and Procedures Articulated**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>Rules, policies, and procedures are inconsistently and ineffectively articulated, communicated, and implemented in all facets of school operations. In some areas, there are no rules, policies, and procedures, and they need to be developed immediately. As a result, the school is not a safe, orderly, and inviting learning community.</p>	<p>Rules, policies, and procedures are consistently and effectively articulated in a few areas, but generally greater emphasis should be given to articulating, communicating, and implementing consistently all rules, policies, and procedures that contribute to promoting a safe, orderly, and inviting learning community.</p>	<p>Rules, policies, and procedures are consistently and effectively articulated in a majority of areas, but a few areas would benefit from a revision and more careful articulation, communication, and implementation of protocols to reinforce safety, management, and/or flow of operations. These modifications would enhance an already effective learning community.</p>	<p>Rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations. As a result, the school is consistently a safe, orderly, and inviting learning community.</p>

**PO 4.2 Instructional Time Maximized**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>Instructional time is frequently interrupted as a result of discipline and classroom management issues, or unscheduled or unannounced events and unanticipated contingencies, seriously detracting from time on learning. In other cases, planned events detract from time on learning.</p>	<p>Instructional time is sometimes interrupted as a result of discipline and classroom management issues. In addition, there is some evidence of time management and scheduling issues detracting from student learning and time on learning. For example, interruptions (P.A. announcements), unannounced events, or overly extended events (e.g., pull-out programs, assemblies, non-standards-related field trips) may need to be addressed to enhance student achievement in some or all areas of school operations.</p>	<p>Instructional time is rarely interrupted as a result of discipline and classroom management issues. However, there is some evidence that the scheduling of events outside the classroom may be interfering with student time on learning. For example, non-standards-related field trips, assemblies, guest speakers, class meetings, picture taking, pull-out programs, and other enrichment activities may be so plentiful that they detract from classroom instructional time or are unaligned with the learning goals for which students are responsible.</p>	<p>Instructional time is maximized, and no interruptions occur to detract from time on learning. Consistently, the school emphasizes the value of in-class attendance and active student engagement in the learning process in all content areas and grade levels.</p>

### PO 4.3 Physical Plant Maintained and Up-to-Date

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>The school’s physical plant reflects a low state of maintenance and contains many examples of out-of-date or inefficient mechanical systems and technology. The overall condition of the physical plant severely limits the school as a learning community and affects student and staff perceptions of the learning environment as safe, orderly, and inviting. Repairs (including plant and technology issues) are slow in coming or non-existent.</p>	<p>The school’s physical plant reflects a state of maintenance requiring much greater attention to the efficiency, functionality, and age of its mechanical systems and technology. Parts of the building need greater attention in terms of orderliness and care. Additional human resources (e.g., custodial and/or technology support) are needed to address this issue. Students and staff need this support to fully experience the school as a safe, orderly, and inviting learning environment. Repairs (including plant and technology) are erratic, with some addressed immediately and others never or rarely addressed.</p>	<p>The school’s physical plant is generally well maintained, but there are limited sections of the school that need attention in terms of the efficiency, functionality, and age of their mechanical systems and technology. Some expansion of human resources (e.g., custodial and/or technology support) might enhance the effectiveness of the school as a learning community. Repairs (including plant and technology) are generally consistent and usually timely, with a few exceptions.</p>	<p>The school’s physical plant reflects a very high state of maintenance and contains extensive examples of up-to-date or efficient—even state of the art—mechanical systems and technology. The overall condition of the physical plant thoroughly enhances the school as a learning community and positively affects student and staff perceptions of the learning environment as safe, orderly, and inviting. Repairs are extremely timely and efficient with a clear process for identifying and addressing needs in both physical plant and technology.</p>



## ELEMENTS

### Operational Descriptors for This Standard

- a) **Safe, orderly, and inviting learning environment** - A safe learning environment is planned, implemented, and maintained by the school. All stakeholders perceive themselves as active and engaged members of the learning community.
- b) **Policies** - Developed by sources external to the building (e.g., federal, state, local board of education), policies set a direction and framework for managing the total operations of the school as a learning community.
- c) **Rules** - In partnership with central office staff and the local board of education, school staffs develop and implement specific protocols that guide and inform the implementation of policy-based procedures. Such rules can delineate expected behaviors and consequences for violating those behaviors for such stakeholder groups as students, instructors, support staff, and administrators. As a result of the clarity and appropriateness of these rules, the school establishes itself as a sustained safe, orderly, and inviting learning environment and community of learning.
- d) **Procedures** - School staffs collaborate to establish and implement step-by-step processes that will allow them to implement external policies and school-wide rules successfully in order to reinforce the school's role as a safe, orderly, and inviting community of learning.
- e) **Time on learning** - Time for students to learn and teachers to teach is kept inviolate to the extent it is possible to do so. Interruptions are kept to a minimum, with unscheduled situations and events minimized or eliminated. Additionally, all scheduled events have a clear, consensus-driven learning purpose clearly aligned with articulated standards and goals.



# STUDENT, FAMILY, AND COMMUNITY INVOLVEMENT AND SUPPORT-

*The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.*

**Student, Family, and Community Involvement and Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.**

## SFC 1.1 Communication Between School and Parents and Community

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is little if any communication between the school and parents and community members other than during situations involving problems such as student discipline or during compliance events (e.g., annual school conferences, report cards).</p>	<p>There is some communication between the school and parents and community members beyond problem-based situations and compliance events. However, the school would benefit greatly from a much greater emphasis upon regular, two-way, and meaningful communication related to ways parents and community members might enhance the achievement of school improvement plan targets, especially student achievement targets.</p>	<p>There is ongoing communication between the school and parents and community members regarding both discipline and compliance events as well as some areas of overall student achievement. However, even further emphasis might be given to fostering parent and community two-way communication, particularly emphasizing ways these groups can support achievement of student performance targets.</p>	<p>Communication between the school and parents and community members is consistently regular, two-way, and meaningful with clear and comprehensive evidence of its contribution to short- and long-range school improvement plan goals, particularly student achievement targets.</p>

<b>SFC 1.2 School Promotes Parenting Skills</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
The school rarely if ever offers programs or initiatives that reinforce parenting skills among members of its community.	The school sometimes offers parent training programs and initiatives, but the sporadic nature of these programs combined with little if any follow-up and follow-through does not produce significant changes in student behavior, motivation, and/or achievement.	The school offers parent training programs and initiatives tied to key issues of student motivation and achievement, but a more extensive range of services specifically tied to parent sub-groups would expand the impact of these initiatives.	The school consistently and effectively promotes the parenting skills of its community by offering training and information sessions related to parenting competencies tied to the specific age and developmental needs of students (e.g., enhancing student study skills, improving student motivation, parenting styles, formal programs.)
<b>SFC 1.3 Parent Outreach and Training Programs</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Parents play little if any role in assisting student learning. A majority of parents expect the school to assume primary responsibility for student achievement and see little if any role for themselves in this process.	Some parents are beginning to assume a more direct and sustained role in reinforcing and promoting their children's academic achievement, but a majority of parents still assume that this is the primary responsibility of the school. In addition, there is little if any evidence of the school staff working to change this condition, particularly as part of the school improvement planning process.	As a result of parent outreach and training programs provided by the school, some groups of parents are beginning to assume a more direct and rigorous role in promoting their children's achievement. However, other individuals and subgroups should be invited to participate in these initiatives to expand the number of parents reinforcing student motivation, achievement, and academic success.	As a result of a comprehensive set of parent outreach and training programs, parents play an integral and sustained role in assisting student learning with regular evidence available to confirm parents' ability to address the full range of family and student needs that impact learning, e.g., reinforcement of students' study skills, self-management competencies, sense of personal efficacy, and preparation for high-stakes accountability initiatives (e.g., standardized testing).

## SFC 1.4 Parents and Community Members Feel Welcomed in the School

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Parents and community members do not feel welcomed in the school and at off-site school functions. Their support and assistance is rarely sought as part of the school improvement planning process.</p>	<p>A limited number of parents and community members feel welcomed in the school and at off-site school functions. The support and assistance of a limited number of parents and community members is sought as part of the school improvement planning process, but a majority of parents feel excluded or uninvited.</p>	<p>Most parents and community members generally feel welcomed in the school and at off-site school functions. However, greater involvement should be encouraged for parents and community members to take a more active role in supporting the school improvement planning process.</p>	<p>A majority of parents and community members feel consistently welcomed in the school and at off-site school functions, with their support and assistance sought in major aspects of the school improvement planning process.</p>

### ELEMENTS

#### Operational Descriptors for This Standard

- a) **Communication** - Communication between the home and school is regular, two-way, and meaningful.
- b) **Parenting skills** - The school plays an active role in promoting and supporting the development of parenting skills among its community.
- c) **Parent role in assisting student learning** - Parents function as critical supporters and catalysts for the learning of their children, including helping to ensure that their home is a place that fosters and values learning and academic achievement.
- d) **Parents welcomed in the school** - Parents are welcomed in the school, and their support and assistance are sought in a variety of contexts and areas, including the school improvement planning process.
- e) **Parents as full partners** - The school ensures that all parents experience themselves as full partners in the decisions that affect their children.
- f) **Community resources** - Community resources are used to strengthen schools, families, and student learning.

*Note: These standards are taken from the National Standards for Parent/Family Involvement, published by The National Parent Teacher Association. Additional information and the complete text can be found at <http://www.schoolsmovingup.net/cs/wested/view/rs/31?x-t=wested.record.view>*

**Student, Family, and Community Support Standard 2: The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem-solving.**

**SFC 2.1 Organizational Structures and Processes Encourage Student, Family, Community Involvement**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There are no opportunities for students, families, and/or community members to play an active and sustained role in school governance, decision-making, and problem-solving.</p>	<p>There are limited opportunities for students, families, and/or community members to play an active and sustained role in school governance, decision-making, and problem-solving. Those opportunities that do exist tend to be available to a select or limited number of individuals rather than a cross-section of stakeholders. Frequently, these structures and processes tend to confirm pre-determined decisions or solutions articulated by the administration.</p> <p>These structures and processes frequently tend to confirm pre-determined decisions or solutions articulated by the administration.</p>	<p>There are organizational structures and processes in place in many areas of school governance. They encourage the involvement of students, families, and community members to play a role in school governance, decision-making, and problem-solving. However, these structures and processes are not always cross-representational in composition. At times, they also tend to be limited in their scope or uses, resulting in the perception that they do not significantly change school operations or that they reflect the pre-determined goals and priorities of the school and/or system leadership.</p>	<p>There are numerous organizational structures and processes (e.g., PTSAs, Student-Parent-Community Councils, Technology Committees, School-Based Management Teams) to encourage the involvement of students, families, and community members to play an active role in school governance, decision-making, and problem-solving. These structures and processes consistently ensure that a representative cross-sample of the stakeholder population is involved. The processes for decision-making and problem-solving are authentic and are consistently implemented, producing significant and positive changes in school operations, organizational performance, and student achievement.</p>

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Governance** - The organizational structure, learning environment, and academic achievement of all learners function as the central focus of school planning and management. A consistent and sustained commitment to engaging the input and involvement of representative stakeholders among student, family, and community groups characterizes a key element of effective school governance. Seven key elements frequently comprise the focus of school governance: policies and practices, leadership, teacher qualifications, system support, decision-making/problem -solving, allocation of resources, and facilitating the change process.
- b) **Problem-solving** - When barriers and obstacles impede the academic achievement or organizational productivity within a school site, collaborative teams engage in a purposeful and structured approach to collaborative problem-solving. Generally this approach involves the following steps: (1) identifying the problem, (2) framing the problem as a statement or research questions, (3) collecting and analyzing data and presenting the data to staff and other stakeholders, delineating potential sources and causes at the root(s) of the identified problem(s), (4) using insights and conclusions from this data to generate potential solutions to the articulated problem(s), (5) building consensus about appropriate final problem solutions, (6) generating a viable action plan to address the problem, and (7) monitoring and evaluating the effectiveness and impact of the problem based upon sustained data analysis and presentation.
- c) **Decision-making** - As representative stakeholder groups meet to determine appropriate programs and processes as well as to analyze the causes of academic and organizational problems and related solutions, they use a cohesive and sustained process to arrive at consensus-driven decisions. Generally, this process involves the following stages: (1) identify the reasons and generate a rationale for the proposed decision(s) being investigated; (2) delineate the range of the decisions to be discussed, including initial discussion of the importance and timeliness of the decision(s) being investigated; (3) frame the decision in consensus-based language; (4) engage in scenarios and projection discussions of the potential impact and effects of various decision outcomes; (5) determine an action plan, including monitoring strategies; (6) implement the decision(s) based upon the final consensus-driven timeline and action plan; (7) monitor the ongoing impact and value added of the decision(s); and (8) integrate this decision-making process into the school improvement planning process, with continuing modification of decisions being implemented.

**Student, Family, and Community Support Standard 3: The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.**

**SFC 3.1 Seamless Connection Between School and Community Agencies**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The school has not articulated ways in which its resources, personnel, or talent base could support the community. A working system for family support has not been initiated by the school.	The school has not been proactive in identifying or anticipating family or student needs; however, the school does have a protocol in place by which extreme cases of need would result in referral to outside appropriate agencies.	The school has established a system of support that predicts and addresses student and family needs. This system of support includes timely referral to appropriate family-based agencies, when appropriate. The school occasionally offers its resources to the community, including its physical facilities.	There is a seamless connection between the school and the community's family-based support agencies. The school serves as an invaluable community resource by offering its facilities, personnel, and resources to satisfy community need. The school has initiated effective programs that build family capacity through education.

**SFC 3.2 Cross-Institutional Partnerships**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Cross-institutional partnerships are non-existent, or those that do exist are minimally functional and do not contribute to promoting the achievement and/or well being of a majority of students.	Cross-institutional partnerships are functional in some areas of the school, but an overall expansion of these activities would greatly enhance overall student achievement and the ability of the school to address the needs of the whole student (i.e., academic, social, emotional, physical).	Cross-institutional partnerships are functional in many areas of the school, but some partnerships might be expanded and enhanced to increase their impact upon key issues of student performance and well being (e.g., academic, social, emotional, physical).	Cross-institutional partnerships (e.g., business partnerships, community service agencies, on-site health and counseling services, college-university partnerships) are fully functional and reinforce the ability of the school to address the academic, social, emotional, and physical needs of all learners.



## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Cross-institutional partnerships** - Partnerships with businesses, colleges and universities, and community service organizations support and benefit both the community and school.
- b) **Student needs** - The school responds to the academic-intellectual, social, emotional, relational, and physical needs of its students by ensuring their access to timely and appropriate services to address those needs.
- c) **Family needs** - The school supports the families of its students by working collaboratively with them to identify and facilitate access to appropriate services and support agencies.
- d) **Community needs** - The school demonstrates its commitment to being an active part of its community, including providing appropriate access to its facilities, reinforcing cross-school articulation (e.g., ensuring smooth transitions from elementary to middle to high), helping students to become effective life-long learners and members of the world of work, and promoting ethical and democratic citizenship.



**PROFESSIONAL LEARNING** - *Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

**Professional Learning Standard 1:** The context of professional learning--the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

**PL 1.1 Learning Teams**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
Teachers do not participate in learning teams or meet regularly to plan for instruction.	Some teachers in some grade levels or subject areas meet to plan for instruction, but meetings do not occur regularly and the work is not aligned with school improvement goals.	Most teachers meet regularly in learning teams to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). This collaborative work would be enhanced by clear alignment of group expectations with the school improvement goals.	All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). The collaborative work is aligned with the school improvement goals.

## PL 1.2 Learning Community

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.</p>	<p>There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.</p>	<p>The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.</p>	<p>The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.</p>

<b>PL 1.3 Instructional Leadership Development and Service</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning.	There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.	There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel.	A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.
<b>PL 1.4 School Culture for Team Learning and Continuous Improvement</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.	There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators.	There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences.	The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders.

## PL 1.5 Job-Embedded Learning and Collaboration

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology.	Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school.	Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings).	Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators' professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.)

## PL 1.6 Resources Support Job-Embedded Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning.	Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning.	Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers' use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes.	Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals.

### ELEMENTS

#### Operational Descriptors for This Standard:

- a) **Learning communities** - Adults in the school are organized into learning communities whose goals are aligned with those of the school and district.
- b) **Leadership** - The principal and school administrators are lead learners and are knowledgeable of and skillful in the implementation of their professional learning community and guide continuous instructional improvement.
- c) **Resources** - The principal and school administrators provide the necessary resources to support adult learning and collaboration.

*NOTE: These Professional Learning Standards are taken directly from the Georgia Professional Learning Standards [http://www.doe.k12.ga.us/documents/support/improvement/pl\\_professional\\_standards.pdf](http://www.doe.k12.ga.us/documents/support/improvement/pl_professional_standards.pdf). The three Standards represent the division of the twelve Georgia PL Standards into the categories of Context (Standard 1), Process (Standard 2) and Content (Standard 3). The Elements are the actual twelve Georgia Professional Learning Standards. The rubric reflects desired outcomes for the standards as defined in Moving National Staff Development Council (NSDC) Staff Development Standards into Practice: Innovation Configurations 2003 edition.*

**Professional Learning Standard 2: The process—the how—of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.**

**PL 2.1 Collaborative Analysis of Data**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies,</p>	<p>Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals.</p>	<p>Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.</p>	<p>Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.</p>



## PL 2.2 Evaluating Impact of Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.</p>	<p>The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.</p>	<p>The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.</p>	<p>The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.</p>

## PL 2.3 Interpreting and Using Research Results

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches.</p>	<p>The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches.</p>	<p>The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.</p>	<p>The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.</p>

## PL 2. Long-Term, In-Depth Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Teachers experience single, stand-alone professional development events that are typically large group, workshop designs. There is little if any evidence of implementation or change in practice in classrooms. No emphasis is given to enhancing teachers' content knowledge or understanding.</p>	<p>Teachers attend multiple workshops on the same topic throughout the year to gain information about new programs or practices. They experiment with the new practices alone and infrequently with limited school-based support for implementation. No emphasis is given to enhancing teachers' content knowledge or understanding.</p>	<p>Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers' content knowledge.</p>	<p>Teachers participate in long-term (two- to three-year period), in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive, follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment to maintaining and updating all teachers' knowledge and understanding of the content they are teaching and changes occurring in their field(s).</p>

## PL 2.5 Alignment of Professional Learning with Expected Outcomes

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities.</p>	<p>The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities.</p>	<p>The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan.</p>	<p>The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.</p>

## PL 2.6 Building Capacity to Use Research Results

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.</p>	<p>Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning -“how to do it”- rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.</p>	<p>Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers’ depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.</p>	<p>Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers’ depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).</p>

**PL 2.7 Knowledge about Effective Group Processes**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.</p>	<p>Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions.</p>	<p>Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions.</p>	<p>Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation.</p>

## ELEMENTS

### Operational Descriptors for This Standard:

- a) **Data-driven** – Teachers and administrators utilize disaggregated student data to determine adult learning priorities, to monitor progress, and to help sustain continuous improvement.
- b) **Evaluation** – Teachers and administrators use multiple sources of information to guide improvement and demonstrate its impact.
- c) **Research-based** - Teachers and administrators apply research to decision making in their schools.
- d) **Design** – Teachers and administrators use learning strategies appropriate for the intended goal.
- e) **Learning** – Teachers and administrators apply knowledge about human learning and change to guide their own learning.
- f) **Collaboration** - Teachers and administrators have the knowledge and skills necessary to collaborate for continuous school improvement.

*NOTE: These Professional Learning Standards are taken directly from the Georgia Professional Learning Standards [http://www.doe.k12.ga.us/documents/support/improvement/pl\\_professional\\_standards.pdf](http://www.doe.k12.ga.us/documents/support/improvement/pl_professional_standards.pdf). The three Standards represent the division of the twelve Georgia PL Standards into the categories of Context (Standard 1), Process (Standard 2) and Content (Standard 3). The Elements are the actual twelve Georgia Professional Learning Standards. The rubric reflects desired outcomes for the standards as defined in Moving National Staff Development Council (NSDC) Staff Development Standards into Practice: Innovation Configurations 2003 edition.*

**Professional Learning Standard 3:** The content—the what—of professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

**PL 3.1 Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of some teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context.</p>	<p>Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>



## PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment.</p>	<p>Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.</p>	<p>Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.</p>	<p>Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.</p>

### PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice.</p>	<p>The principal and other leaders emphasize the importance of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment.</p>	<p>The principal and other leaders promote teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.</p>	<p>The principal and other leaders promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support <i>ongoing</i>, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.</p>

## PL 3.4 Partnerships to Support Student Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is no collaboration with parents or the community in developing activities to support learning. Communication through only written correspondence is limited to encouraging parents to attend school functions, yearly conferences, and performances.</p>	<p>There is a school committee to focus on developing community partnerships to support student learning. Communication through written correspondence or phone is about school programs, student progress, and encouraging attendance at school functions, yearly conferences, and performances.</p>	<p>There is a committee that works with families and the community through partnerships that develop programs to support student learning. Strategies are implemented to increase family involvement such as offering suggestions about ways parents can support student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, student work, homework, and school events) through a website, phone, email, voice mail, and written correspondence.</p>	<p>Partnerships among teachers, families, and the community are maintained to develop programs that support learning and enhance student skills and talents. Strategies are implemented to increase family involvement such as providing parent education workshops with information on child development and supporting student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, (student work, homework, and school events) through an interactive website, phone, email, voice mail and written correspondence.</p>

### ELEMENTS

#### Operational Descriptors for This Standard:

- a) **Equity** – Professional learning in the school prepares teachers and administrators to understand and appreciate all students, create a safe, orderly environment, and hold high expectations for students’ academic achievement.
- b) **Quality teaching** – Professional learning in the school deepens educators’ content knowledge, provides research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares teachers and administrators to use various types of classroom assessments appropriately.
- c) **Family involvement** – Professional learning in the school provides teachers and administrators with the knowledge and skills to involve families and other stakeholders appropriately.

*NOTE: These Professional Learning Standards are taken directly from the Georgia Professional Learning Standards  
[http://www.doe.k12.ga.us/documents/support/improvement/pl\\_professional\\_standards.pdf](http://www.doe.k12.ga.us/documents/support/improvement/pl_professional_standards.pdf)*



**LEADERSHIP - *The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.***

**Leadership Standard 1:** The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.

**L 1.1 School Leadership Understanding of Curriculum, Assessment, and Instruction**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The principal and/or school administrators' exhibit no knowledge of curriculum, assessment, and instruction, greatly diminishing the role of lead learners in the school.	The principal and school administrators exhibit limited knowledge of curriculum, assessment, and instruction, diminishing the full power of the role of lead learners. Frequently, they allow other management issues to serve as barriers to their role as instructional leaders.	The principal and school administrators exhibit a basic or general understanding of curriculum, assessment, and instruction and utilize a data-driven decision making process to guide development and implementation of school improvement goals. They may be inconsistent in using their knowledge to make decisions throughout the year, diminishing the role of lead learners and ensuring effective follow-through.	The principal and school administrators exhibit a deep understanding of curriculum, assessment, and instruction, which fosters focused, professional learning. As a result of the role of lead learner and the high level of consistency in their use of their knowledge, teachers are involved in data analysis, reviewing student work, and making decisions about instructional practices.

## L 1.2 School Leadership Demonstrates the Role of Lead Learners

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>The principal and other school administrators focus primarily on management issues and do not emphasize student achievement and the process for achieving high expectations.</p>	<p>The principal and other school administrators focus primarily on management issues, but they also emphasize key aspects of student achievement. They need to give greater emphasis to the role of the lead learners in the school community and to creating a greater sense of urgency among staff in addressing student achievement issues and targets.</p>	<p>The principal and other school administrators balance management and instructional priorities. They serve as lead learners to some extent, helping staff to identify and address student achievement issues in a timely manner. However, greater emphasis should be given to removing barriers that impede the learning of individual students and groups of learners.</p>	<p>The principal and other school administrators effectively and consistently demonstrate the role of lead learners within the learning community as a priority in their professional lives. As a result of their leadership, staff, parents, and community members are in partnership to ensure the achievement of all learners and to eliminate in a timely manner barriers to the achievement of individual students and groups of learners.</p>

## L 1.3 Impact of School Leadership as Lead Learners

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>There is limited evidence of administrative leadership contributing to the creation of a community of learning within the school.</p>	<p>There is some evidence of administrative leadership contributing to the creation of a community of learning within the school, but many members of the community do not participate in achieving the school's vision, mission, priorities, or long-range goals.</p>	<p>There is consistent evidence of administrative leadership contributing to the creation of a community of learning within the school. Generally, there is consensus concerning the school's vision, mission, priorities, and long-range goals. More emphasis upon the role of lead learners should enhance the attainment of achievement targets and the removal of barriers to learning.</p>	<p>There is a high level of evidence of the impact of administrators as lead learners within the learning community, including active membership on study teams, protecting instructional time, and promoting adult learning. As a result of this visible and sustained instructional leadership, the school successfully and continuously achieves its mission, priorities, and long-range goals. Both symbolically and literally, the principal and administrators inspire the staff, keep the school focused on student learning, and promote sustained and continuous improvement.</p>

## L 1.4 School Leadership Coaches, Supervises, and Monitors Curriculum, Assessment, and Instruction

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The principal and/or school administrators are not involved in the alignment and implementation of curriculum and assessment nor do they coach teachers or supervise instruction.</p>	<p>The principal and/or school administrators demonstrate limited understanding and involvement in the alignment and implementation of curriculum and assessment. Supervision is limited to required observations for evaluation. There is little evidence that coaching is provided that addresses specific instructional needs.</p>	<p>The principal and/or school administrators understand how to analyze and utilize data to make instructional decisions, but are inconsistent in monitoring the implementation of curriculum and assessment. Attempts to coach teachers in effective instructional practices are evident.</p>	<p>All school administrators understand and are actively involved in the analysis and utilization of data to drive the instructional decisions for alignment and implementation of curriculum and assessment. As lead learners, they routinely provide coaching and supervision for curriculum, assessment, and instruction. Monitoring of instruction and assessment occur regularly.</p>



## ELEMENTS

### Operational Descriptors for This Standard

- a) **Governance** - The organizational structure, learning environment, and academic achievement of all learners function as the central focus of school planning and management. A consistent and sustained commitment to engaging the input and involvement of representative stakeholders among student, family, and community groups characterizes a key element of effective school governance. Seven key elements frequently comprise the focus of school governance: policies and practices, leadership, teacher qualifications, system support, decision-making/problem -solving, allocation of resources, and facilitating the change process.
- b) **Lead learner** - Principals and administrators assume the role of active and sustained participants in the community of learning, inspiring both student and adult learning to achieve school priorities, long-range goals, and achievement targets.
- c) **Community of learning** - The school administrators, teachers, students, parents, and community members are committed to active and sustained learning and personal growth, including collaborative inquiry and investigation into ways to enhance student achievement and reduce or eliminate barriers to the learning process. The principal and school administrators are flexible, lead challenging innovation, engage the faculty in professional learning that will impact student achievement and select target improvement areas based on the analysis of data.
- d) **Symbolic leadership** - The principal and school administrators exhibit a passion for learning, consistently adhere to professional and ethical behavior, provide significant influence, are a consistent source of inspiration to the school faculty and staff, and always strive to be better for the purpose of improved student achievement.
- e) **Focus and expectations** - The principal and school administrators clearly set high expectations for both students and staff, create a healthy sense of urgency, keep the school focused on student learning and seek ways to ensure sustained school improvement efforts.
- f) **Curriculum, assessment, and instruction** - The principal and school administrators understand and are directly involved in the alignment and implementation of curriculum and assessment, analysis and utilization of data, monitoring of instruction, supervision and coaching, and assessment practices to improve instruction.

**Leadership Standard 2: The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.**

**L 2.1 Development and Implementation of Policies, Practices, and Procedures**

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>The principal and school administrators have not facilitated the development of plans and policies to ensure the development, implementation, and maintenance of a supportive learning environment for teachers and students.</p>	<p>The principal and school administrators are in the process of developing plans and policies, or plans exist in isolation, resulting in little staff buy-in or student understanding of their roles and responsibilities. As a result, there is minimal evidence of a supportive learning environment for teachers and students.</p>	<p>The principal and school administrators facilitate the development and implementation of policies, practices, and procedures. As a result, a majority of staff demonstrate professional behaviors and students assume some responsibility for self-management, but greater emphasis might be given to supporting student self-discipline and related pyramids of intervention.</p>	<p>The principal and school administrators facilitate the development and sustained implementation of consistent policies, practices, and procedures that ensure a safe, orderly, and inviting learning environment, including plans that reinforce students' self-discipline and responsibility (e.g., Behavioral Pyramids of Intervention), clear and well articulated procedures, and oversight of the implementation of those procedures.</p>

<b>L 2.2 Availability and Distribution of Instructional Resources</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
The principal and school administrators do not direct or align resources with learning and organizational goals. Human resources (i.e., staff), print, non-print, and technology resources are either: unavailable, out of date, or poorly assigned. Individual staff choices often guide this process.	The principal and school administrators show some evidence of directing and aligning resources with learning and organizational goals, but there are instances in many grade levels and subject areas where staff and other resources should be more up to date, available and effectively assigned.	The principal and school administrators show generally consistent evidence of aligning resources with learning and organizational goals, but in a few instances resources are unavailable, out of date, or could be more effectively assigned.	The principal and school administrators maximize the availability and distribution of instructional resources focused on school learning goals, including quality human resources, print, non-print, and technology resources, as well as alignment of financial resources to support learning and organizational goals.
<b>L 2.3 Visibility of School Leaders</b>			
<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
At all grade levels and subject areas, there is major evidence of inconsistency among school leaders (principal, administrators, teacher leaders) in management and organizational practices. There is frequent evidence of a lack of consistent visibility among school leadership.	At some grade levels and subject areas, there is evidence of inconsistency among school leaders (principal, administrators, teacher leaders) in management and organizational practices. There is some evidence of a lack of visibility among school leadership within certain aspects of school operations.	In a majority of grade levels and subject areas, there is evidence of consistency and professionalism in management and organizational practices among school leaders, producing a supportive learning environment for a majority of teachers and students. School leaders are visible in a majority of school settings and contexts.	As a result of the sustained commitment to excellence reflected in the management and organizational practices of school leaders, a supportive learning environment exists for all teachers and students. School leaders are consistently visible to staff, students, and parents, including participation in grade level and subject area meetings.

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Supportive learning environment** - As a result of management, organizational, and instructional practices, all learners achieve targeted goals within the context of a safe, orderly, and inviting school environment and organizational culture.
- b) **Organizational culture** - The principal, school administrators, and staff foster shared beliefs and a sense of community and cooperation (cohesion), promote a positive climate, develop shared understanding of purpose and develop a shared vision that drives the work of the school.
- c) **Student discipline** - The principal and school administrators coordinate the consistent implementation of a well-designed, clearly delineated, school-wide discipline plan; provide opportunities for students to learn organizational skills and personal responsibility; and protect teachers from discipline issues that would detract from instructional time.
- d) **Instructional resources** - The principal and school administrators use quality human and material resources efficiently for instruction, and develop schedules to maximize and protect instructional time. There are virtually no unnecessary interruptions during instructional time and the principal constantly seeks ways of increasing time for learning.
- e) **Management** - The principal and school administrators establish a set of standard operating procedures, use an organized approach to managing the school, are aware of situations within the school, and are able to anticipate and prevent some problems and makes changes in managerial style based on situational variables.
- f) **Visibility** - The principal and school administrators have quality contacts and interactions with staff and students, are active in the community, and are visible at most school events.

**Leadership Standard 3: School governance and leadership are distributed and school improvement is viewed as a collective responsibility.**

**L 3.1 Distributed Leadership and Governance**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No evidence of distributed leadership is present, with no opportunities present for staff to engage in shared decision-making, problem-solving, or organizational leadership.	Limited evidence of distributed leadership is present, with administrators engaged in symbolic distributed leadership. Staff members perceive that their input is not valued or necessary.	Some aspects of school operations reflect distributed leadership, with initial structures (e.g., regular meetings, agendas, surveys) in place to allow for shared decision-making and problem-solving. However, more extensive use of shared or distributed leadership can empower staff further and greatly enhance potential gains in achievement of school performance targets.	Leadership within all parts of the school is distributed. The principal and administrators collaborate with all staff members and other stakeholders to elicit input and provide opportunities for shared decision-making and problem-solving to ensure accountability for collaborative achievement of student and organizational targets.

**L 3.2 Development and Use of Staff Leadership Skills**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No opportunities exist to reinforce staff members' development of their leadership skills and competencies.	Limited evidence of opportunities for staff members to develop their leadership skills and competencies is present, with professional development sessions either superficial or incomplete in their follow-up.	Professional development opportunities for some staff to develop and use their leadership competencies are available, including some mentoring and training sessions. However, more staff members should be encouraged to take advantage of these resources.	Extensive opportunities exist to reinforce the development and use of staff members' leadership skills, including mentoring and professional development programs to support instructional leadership.

### L 3.3 Use of Central Office, Regional, and State Resources

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>There is little if any evidence of the school's using central office and regional and state human, material, and financial resources (e.g., Georgia State Department of Education, RESA, ETTC, GLRS) to support the implementation and achievement of the school improvement plan and related achievement targets.</p>	<p>There is some evidence of the school's using central office and regional and state human, material, and financial resources (e.g., Georgia State Department of Education, RESA, ETTC, GLRS) to support the implementation and achievement of some aspects of the school improvement plan and related achievement targets. However, a more comprehensive and strategic approach to using these human resources is advisable.</p>	<p>There is extensive evidence of the school's using central office and regional and state human, material, and financial resources (e.g., Georgia State Department of Education, RESA, ETTC, GLRS) to support components of the implementation and achievement of the school improvement plan and related achievement targets. However, a more comprehensive and strategic approach to using these resources in all facets of school operations would enhance the achievement of long- and short-range goals.</p>	<p>There is extensive evidence of the school's using central office and regional and state human, material, and financial resources (e.g., Georgia State Department of Education, RESA, ETTC, GLRS) to support all components of the implementation and achievement of the school improvement plan and related achievement targets. The school's consistently comprehensive and strategic approach to using these resources in all facets of school operations greatly enhances the achievement of long- and short-range goals.</p>

# ELEMENTS

## Operational Descriptors for This Standard

- a) **Governance** - The organizational structure, learning environment, and academic achievement of all learners function as the central focus of school planning and management. A consistent and sustained commitment to engaging the input and involvement of representative stakeholders among student, family, and community groups characterizes a key element of effective school governance. Seven key elements frequently comprise the focus of school governance: policies and practices, leadership, teacher qualifications, system support, decision-making/problem -solving, allocation of resources, and facilitating the change process.
- b) **Problem-solving** - When barriers and obstacles impede the academic achievement or organizational productivity within a school site, collaborative teams engage in a purposeful and structured approach to collaborative problem-solving, generally involving the following steps: (1) identifying the problem; (2) framing the problem as a statement or research questions;(3) collecting and analyzing data and presenting the data to staff and other stakeholders, delineating potential sources and causes at the root(s) of the identified problem(s); (4) using insights and conclusions from this data to generate potential solutions to the articulated problem(s); (5) building consensus about appropriate final problem solutions, (6) generating a viable action plan to address the problem; and (7) monitoring and evaluating the effectiveness and impact of the problem based upon sustained data analysis and presentation.
- c) **Decision-making** - As representative stakeholder groups meet to determine appropriate programs and processes as well as to analyze the causes of academic and organizational problems and related solutions, they use a cohesive and sustained process to arrive at consensus-driven decisions. Generally, this process involves the following stages: (1) Identify the reasons and generate a rationale for the proposed decision(s) being investigated; (2) delineate the range of the decisions to be discussed, including initial discussion of the importance and timeliness of the decision(s) being investigated; (3) frame the decision in consensus-based language; (4) engage in scenarios and projection discussions of the potential impact and effects of various decision outcomes; (5) determine an action plan, including monitoring strategies; (6) implement the decision(s) based upon the final consensus-driven timeline and action plan; (7) monitor the ongoing impact and value added of the decision(s); and (8) integrate this decision-making process into the school improvement planning process, with continuing modification of decisions being implemented.
- d) **Distributed leadership** - The principal guides the process of decision-making and problem-solving in such a way that all staff members have opportunities to provide input and to assume leadership positions, where appropriate.
- e) **Experiences created** - The school organizational structure is designed to create and sustain experiences for teachers to serve as instructional leaders within the school.
- f) **Instructional leadership development** - Teacher leaders participate in instructional leadership development experiences and serve in a variety of instructional leadership roles.
- g) **Team approach** - In order to build a cohesive team, the principal and school administrators consistently subscribe to shared decision-making and value collaboration and ideas of others.

**Leadership Standard 4:** The school leadership team effectively demonstrates the principles and practices of distributed leadership as part of the process of shared governance.

**L 4.1 School Leadership Team Operational and Representative**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is no evidence of a school leadership team or if one exists, it is composed primarily of administrators and/or a limited number of instructional staff and meets primarily to solve management issues.	Although a school leadership team does exist, it does not reflect the representation of the school staff and tends to address a limited number of management issues rather than key instructional and staff and student achievement issues.	A school leadership team is operational and consists of representation of the school staff. The team needs to expand its emphasis upon collaborative decision-making and problem-solving to enhance staff and student achievement, therefore resulting in decreased problems associated with organizational performance.	The school leadership team is fully operational and representative of the school community. It meets regularly to solve problems and make decisions, demonstrating consistent ability to produce results related to overcoming barriers to the implementation of the GPS and School Keys and maximizing staff and student achievement and overall organizational productivity.

**L 4.2 Protocols for School Leadership Team Operation**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
If a school leadership team does exist, it does not reflect a clear protocol for conducting business or making decisions and solving problems in a collaborative manner.	The School Leadership Team tends to be centrally controlled and directed, with minimal evidence of collaborative decision-making and problem-solving.	The school leadership team has articulated a direction and protocols for shared decision-making and problem-solving related to student needs, staff productivity issues, and organizational performance. Operationally, it would benefit from more evidence of these processes being implemented and sustained.	The school leadership team has developed and consistently uses a protocol for handling business, making decisions, and solving problems effectively and collaboratively related to all facets of student needs, staff productivity, and organizational performance.



### L 4.3 School Leadership Team Data-Driven

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>If a school leadership team does exist, there is little if any evidence of its using data to guide and inform its decision-making and problem-solving processes as contained within the School Improvement Plan.</p>	<p>The school leadership team does gather data, but it tends to be summative, focused on state or standardized evaluations (e.g., CRCT, EOCT, and GHSGT), and does not reflect attention to data analysis related to the School Improvement Plan or other sources.</p>	<p>The school leadership team gathers and analyzes data to ensure the implementation of the School Improvement Plan. Greater emphasis should be given to the use of diagnostic, process (i.e., organizational actions and processes related to the implementation and impact of the GPS), and formative assessment data in addition to summative data.</p>	<p>The school leadership team is highly data-driven, acquiring, analyzing, and displaying useful and current data and data patterns to discern student achievement and organizational productivity issues that need to be addressed. This process ensures that the School Improvement Plan is fully operational and reinforces a sustained process of continuous improvement.</p>

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## ELEMENTS

### Operational Descriptors for This Standard

- a) **School leadership team** - A representative group of teachers and administrators facilitated by the principal and focused upon instructional goals and issues, working collaboratively and consistently to contribute to the development, revision, and implementation of the School Improvement Plan. They also monitor the implementation of the plan and analyze its impact upon student achievement. Team members consistently use a consensus-driven protocol to maximize decision-making and problem-solving designed to enhance student performance, staff effectiveness, and organizational productivity.
- b) **Governance** - The organizational structure, learning environment, and academic achievement of all learners function as the central focus of school planning and management. A consistent and sustained commitment to engaging the input and involvement of representative stakeholders among student, family, and community groups characterizes a key element of effective school governance. Seven key elements frequently comprise the focus of school governance: policies and practices, leadership, teacher qualifications, system support, decision-making/problem -solving, allocation of resources, and facilitating the change process.
- c) **Problem-solving** - When barriers and obstacles impede the academic achievement or organizational productivity within a school site, collaborative teams engage in a purposeful and structured approach to collaborative problem-solving, generally involving the following steps: (1) identifying the problem; (2) framing the problem as a statement or research questions; (3) collecting and analyzing data and presenting the data to staff and other stakeholders, delineating potential sources and causes at the root(s) of the identified problem(s); (4) using insights and conclusions from this data to generate potential solutions to the articulated problem(s); (5) building consensus about appropriate final problem solutions; (6) generating a viable action plan to address the problem; and (7) monitoring and evaluating the effectiveness and impact of the problem based upon sustained data analysis and presentation.
- d) **Decision-making** - As representative stakeholder groups meet to determine appropriate programs and processes as well as to analyze the causes of academic and organizational problems and related solutions, they use a cohesive and sustained process to arrive at consensus-driven decisions. Generally, this process involves the following stages: (1) Identify the reasons and generate a rationale for the proposed decision(s) being investigated; (2) delineate the range of the decisions to be discussed, including initial discussion of the importance and timeliness of the decision(s) being investigated; (3) frame the decision in consensus-based language; (4) engage in scenarios and projection discussions of the potential impact and effects of various decision outcomes; (5) determine an action plan, including monitoring strategies; (6) implement the decision(s) based upon the final consensus-driven timeline and action plan; (7) monitor the ongoing impact and value added of the decision(s); and (8) integrate this decision-making process into the school improvement planning process, with continuing modification of decisions being implemented.

**SCHOOL CULTURE - *The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.***

**School Culture Standard 1:** The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

**SC 1.1 School Culture Supports Academic Achievement of Learners**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The overall school culture lacks a clear or sustained focus upon the academic growth and achievement of all learners within a diverse population.	The overall school culture articulates a commitment to the academic growth and achievement of all learners within a diverse population, but practices and school organizational structures do not demonstrate evidence of this commitment.	The overall school culture both articulates a commitment to the academic growth and achievement of all learners and has begun to implement practices and structures to sustain this growth, including preliminary work with such practices as advisements and mentoring programs.	The overall school culture consistently provides support (e.g., counseling, academic advisements, transitional experiences) to enhance the academic achievement of all learners in a diverse student population, ensuring that their individual needs and strengths are addressed to prepare them for success with the GPS, post-secondary education, and the world of work.

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### SC 1.2 School Culture Supports Social Growth and Development of Learners

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The overall school culture does not support or enhance the social growth and development of a majority of its learners.</p>	<p>The overall school culture supports the social growth and development of some learners, but demonstrates gaps and problems for many individuals and sub-groups within a diverse student population.</p>	<p>The overall school culture addresses the social growth and development of a majority of its learners, but further work is needed. The school utilizes disaggregated student data related to such issues as attendance, discipline referrals and suspensions in identifying individual and sub-groups of students who may benefit from explicit coaching and support in developing social skills, self-management skills, and conflict resolution skills.</p>	<p>The overall school culture consistently supports and enhances the social growth and development of all learners, ensuring that they acquire the ability to interact positively and effectively with diverse peers and adults within the school and in the world beyond the school environment.</p>

### SC 1.3 School Culture Supports Emotional Growth and Development of Learners

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The overall school culture fails to address or enhance the emotional growth and development of all learners. Emphasis is given to compliance and obedience rather than student understanding of rules, procedures, and processes.</p>	<p>The overall school culture overtly addresses the emotional growth and development of learners who are obedient or compliant, but it fails to address the emotional and developmental needs of many students representing diverse backgrounds and experiences.</p>	<p>The overall school culture generally addresses the emotional growth and development of a majority of learners, but additional development and implementation of services and programs related to this process would benefit some learners (e.g., additional advisement, coaching, mentoring, shadowing, and counseling services).</p>	<p>The overall school culture consistently supports and enhances the emotional growth and development of all learners, ensuring that they acquire the ability to understand their own motivation, monitor and evaluate their emotions and emotional responses, and access support and intervention when emotional issues and problems arise in their lives.</p>

## SC 1.4 School Culture Supports Relational Growth and Development of Learners

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The overall school culture does not enhance the relational growth and development of a majority of the learners. The environment and culture do not foster or sustain a sense of belonging or affiliation.</p>	<p>The overall school culture does support the relational growth and development of some learners, but individuals who display unusual or outlier behaviors do not demonstrate a sense of belonging or are punished or marginalized without appropriate support interventions and programs (e.g., counseling, advisories, mentorship, peer coaching, conflict resolution).</p>	<p>The overall school culture generally supports the relational growth and development of a majority of learners who display a sense of belonging, but the school would benefit from additional use of practices and programs to support the growth of all learners (e.g., direct training and coaching in techniques and strategies to develop and sustain relationships, expanded counseling, advisory, mentoring, shadowing, and peer conflict resolution programs).</p>	<p>The overall school culture consistently supports and enhances the relational growth and development and sense of belonging of all learners in diverse student populations, including clear and consistent support and practices that reinforce positive and productive relationships and interactions via such interventions as the following: (a) caring adults who serve as mentors and role models; (b) ongoing advisement processes that address the whole child; (c) a variety of counseling, health, and social services resources that are easily accessible for all students; and (d) an overall climate that nurtures and sustains relationships that are positive, productive, and mature.</p>

## SC 1.5 School Culture Supports Professional Growth of Adults

<input type="checkbox"/> <b>Not Addressed</b>	<input type="checkbox"/> <b>Emergent</b>	<input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Fully Operational</b>
<p>The climate, culture, and practices of the school do not reflect a commitment to the professional growth of adults in order to support student achievement.</p>	<p>The climate, culture, and practices of the school address the professional growth of adults in the building with little if any opportunity for staff interaction, collaboration, or shared inquiry and decision-making.</p>	<p>The climate, culture, and practices of the school address the professional growth of adults, with some evidence of job-embedded programs (i.e., programs developed in response to articulated staff needs and goals) that include collaboration and shared inquiry and decision-making.</p>	<p>The climate, culture, and practices of the school continually reinforce and support the professional growth of all adults and include effective and varied professional development opportunities (e.g., study groups, inquiry teams, action research, lesson study, peer review). All staff is committed to collaboration and shared inquiry and decision-making that promotes continuous professional growth to ensure student achievement and organizational productivity.</p>

## ELEMENTS

### Operational Descriptors for This Standard

- a) **Learning focus** – The school mission, vision, goals and beliefs are obvious in the school and it is evident that the focus of the school is learning for students and adults.
- b) **Awareness of academic culture** – Adults and students in the school practice the core beliefs and values of the school, the mission, and the vision.
- c) **Expectations** – The expectations held for students and staff are high, but attainable. There is an expectation for assuming responsibility for one's own learning and there are high expectations for staff professionalism.
- d) **Academic growth** - Students demonstrate continuous progress in learning, extending, and refining their mastery of GPS and acquire and integrate growing levels of conceptual understanding and a capacity to use what they have learned with levels of independence.
- e) **Social growth** - Students demonstrate a growing capacity for meaningful and mature social interactions with peers and adults representing diverse populations, including self-monitoring, self-control, empathy, and perspective.
- f) **Emotional growth** - Students demonstrate growing levels of maturity as they progress through their education, including a maturing capacity for understanding their own motivation, evaluating and observing their emotional reactions, expressing and regulating emotions appropriately within varying contexts.
- g) **Relational growth** - Students display a capacity for interacting positively and maturely with peers and adults, forming relationships as they mature that are increasingly productive, supportive, and positively nurturing and mutually enhancing.
- h) **Professional growth** - Adults in the school as a learning community take advantage of opportunities offered by the school, district, community, and state to enhance their academic knowledge, insights into accountability initiatives, their mental, emotional, and physical health to promote positive relationships with all stakeholders.
- i) **Climate** - Buildings reflect a feeling tone or atmosphere, created and sustained through the interaction of norms, values, relationships, structures, and interaction patterns among members of the learning community.
- j) **Culture** - Buildings are communities of learning. Like all communities, they have norms, standards, practices, and rituals that guide and inform the interaction patterns of the members of that community, including students and adults. Culture includes the climate of the building. Additionally, buildings can reflect multiple sub-cultures, which may have unique or distinct norms, practices, and values separate from mainstream organizational culture.

**School Culture Standard 2: School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.**

**SC 2.1 Rules, Practices, and Procedures Support Positive Relationships and Interactions**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
School rules, practices, and procedures do little to alleviate barriers to the acceptance of individuals and individual differences.	School rules, practices, and procedures attempt to foster acceptance of individuals, but many students and staff demonstrate a lack of belonging or appear to be marginalized within the learning community.	School rules, practices, and procedures focus generally on the need to accept and support individual growth and individual differences. More emphasis in this area would be beneficial, including expanded focus upon advisement, mentoring, and coaching processes and programs.	School rules, practices, and procedures reflect an active and sustained ability to confront and alleviate barriers to acceptance of individuals, inviting positive relationships and interactions among all members of the learning community.

**SC 2.2 School Celebrates and Acknowledges Achievements and Accomplishments**

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The learning community fails to celebrate or acknowledge a majority of the achievements and accomplishments of staff and students.	The learning community sometimes celebrates or acknowledges overall staff and student achievement, but there is little evidence of sensitivity to individual differences and achievements. There appears to be selectivity as to who receives—or fails to receive—acknowledgment.	The learning community frequently celebrates the overall achievements of groups of staff and students. However, expanded emphasis would be beneficial in building a sense of school community pride by acknowledging individual achievements on a regular basis, including unusual or outlier achievements by individuals and groups.	The learning community consistently celebrates and acknowledges the achievements and accomplishments of all members of that community.



### SC 2.3 School Fosters Inclusion and Celebrates Diversity

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The school consistently fails to foster a climate of inclusion, with many individuals and groups feeling separate or apart from the mainstream learning community.	The school sometimes supports a climate of inclusion, with some individuals and groups feeling acknowledged and accepted. However, other individuals and groups would benefit from a greater sense of belonging fostered by individual interventions and programs such as advisories, clubs, mentoring, coaching, etc.	The school frequently supports a climate of inclusion for many individuals and groups within the learning community. However, further work would benefit individuals and groups who appear alienated or disconnected from the mainstream culture.	The school consistently fosters inclusion and celebrates diversity among all individuals and groups within the learning community.

### SC 2.4 School Reinforces Self-Governance and Self-Improvement of Students and Staff

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The school rarely if ever reinforces or encourages students and staff to be self-governing or self-improving. There is little if any attention to empowering the learner to be responsible for self-regulation, self-evaluation, and self-monitoring.	The school sometimes reinforces students' and staff members' ability to be self-governing and self-improving. However, a majority of the organizational culture's emphasis is upon aggregate achievement goals, rather than individual growth and development.	The school combines an emphasis upon organizational goals with some commitment to fostering individual self-governance and self-improvement among students and staff members. The latter focus should receive additional emphasis through the implementation of intervention programs such as advisories, coaching activities, and peer support activities.	The school consistently reinforces the self-governance and self-improvement of every student and staff member within the learning community. School decisions involve stakeholders and promote change and risk-taking through encouraging trust and openness.

## **ELEMENTS**

### **Operational Descriptors for This Standard**

- a) **Self-governance** - Individuals develop and express a capacity for self-monitoring, self-control, and self-management in response to various contexts, settings, and cultural milieus.
- b) **Policies and practices** - School policies, practices, and experiences demand individual respect and foster understanding of the benefits of diversity.
- c) **Interactions** - The school provides opportunities for positive interactions among individuals and groups.
- d) **Celebrations** - Rituals, ceremonies, and programs exist within the positive learning community to acknowledge individual, small group, and organizational achievements and accomplishments.
- e) **School rules** - School rules explicitly address tolerance and inclusion and provide guidelines for behavior, action, and appropriate consequences.
- f) **Decision-making** - School decisions involve stakeholders and promote change and risk-taking through trust and openness.
- g) **Curriculum design for diversity** - Curricular objectives and materials reflect the ideals and practices of diversity.



Georgia Department of Education  
School Improvement Services  
1870 Twin Towers East  
205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334

