



CRITERION 2
**QUALITY TEACHING AND
LEARNING SUPPORT**

Central Office administrators ensure the sustained implementation of the district instructional framework which focuses on all students achieving high standards.

- 2.1 Quality Classroom Instruction
- 2.2 Coordinated and Aligned Curriculum and Assessment
- 2.3 Coordinated and Job-Embedded Professional Development

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Understands the instructional framework and its role to improve instructional practice and increase student achievement.</p> <p>Models effective instructional practices. Understands the state learning standards and curriculum alignment.</p> <p>Ensures curriculum, instruction, and assessment practices and policies are aligned and implemented.</p> <p>Coordinates and maintains curriculum and assessment practices to meet the needs of diverse student populations.</p> <p>Provides and identifies professional development that has the greatest potential for high-leverage instructional practice.</p> <p>Defines processes and procedures to access resources for improving instructional practice.</p>	<p>Participates in and supports regular classroom walkthroughs and reflective practice.</p> <p>Provides training for leaders, teachers, and staff to ensure consistent application of the instructional framework.</p> <p>Reviews curriculum/assessment practices and board policies with leadership teams.</p> <p>Coordinates vertical teams and curriculum committees.</p> <p>Systematically and clearly communicates teaching and learning updates and expectations.</p> <p>Supports building leadership teams to implement professional development plans.</p> <p>Supports professional development for improvement plans aligned with district focus.</p> <p>Supports innovation and responds to school needs.</p>	<p>Artifacts communicating the instructional framework throughout the system.</p> <p>Classroom walkthrough processes, data, video tapes, and classroom observations notes.</p> <p>Training schedules, lesson plans, meeting notes.</p> <p>Annual professional development schedule.</p> <p>Updates, agendas, minutes.</p> <p>Examples of curriculum framework and assessment system improvements.</p> <p>Products created by vertical teams and curriculum committees.</p> <p>Data artifacts and feedback from coaches and consultants.</p> <p>Professional development evaluations and collected data on impact.</p> <p>Budget documents and annual plan for professional development.</p> <p>Feedback from principals, teachers, and community interviews or focus groups.</p>

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2.1 Quality Classroom Instruction

Communicates, guides, supports, and monitors clearly defined effective instruction at multiple levels of the organization. Ensures tiered intervention systems meet the instructional needs of students in each school.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to communicate district vision for effective instruction.</p> <p>Leaves decisions on instructional practice to individual buildings and teachers.</p> <p>Fails to provide a system for tiered interventions so that individual teachers are left to independently differentiate instruction to meet the needs of students in their classrooms.</p>	<p>Communicates to stakeholders the district’s vision for effective instruction.</p> <p>Provides teachers with guidance and oversight for improving teaching and learning.</p> <p>Develops training, systems, and routines for staff to collaborate to differentiate instruction to meet the needs of a range of learners.</p>	<p>Implements multiple ways to support individual and collaborative understanding of the district’s vision of effective instruction.</p> <p>Fosters and implements multiple ways to guide, support, and monitor effective instructional practice involving central and school-based administrators, staff, and teachers in reflection and analysis.</p> <p>Ensures tiered intervention systems, staffed by the most qualified practitioners, are in place at the building level to meet the needs of all students.</p>	<p>Sustains district-wide commitment to the district’s vision for effective instruction, so staff can articulate and implement the vision to improve student learning.</p> <p>Assures leadership, guidance, and oversight for effective instructional practice leading to continuous improvement of the district’s vision for teaching and learning.</p> <p>Sustains a comprehensive tiered intervention system, extension, and acceleration opportunities that meet the needs of all students.</p>

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2.2 Coordinated and Aligned Curriculum and Assessment

District curriculum, accompanying instructional resources, and district and classroom assessment practices ensure students from school to school and grade to grade experience a rigorous curriculum leading to college and workplace readiness as students exit the system.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Lacks district documentation that articulates expectations for students or instructional direction for teachers.</p> <p>Fails to support practices that provide vertical or horizontal alignment of content and rigor.</p> <p>Fails to monitor for equity of access to rigorous curriculum.</p> <p>Fails to ensure that choices of instructional resources and strategies are research-based and coordinated across the system.</p> <p>Fails to provide an aligned assessment system beyond reliance on required state assessments.</p>	<p>Provides processes to document learning targets and expectations for instruction establishing Pre-K–12 vertical alignment in core content areas.</p> <p>Provides partial or inconsistent leadership and support for horizontal alignment with results varying team by team or building by building.</p> <p>Monitors for and recognizes gaps in access to rigorous coursework for all students.</p> <p>Manages and begins to process and coordinate the selection of instructional resources and strategies in core subject areas.</p> <p>Facilitates district use of periodic district-wide assessments, in addition to state testing, to monitor student progress.</p>	<p>Creates district documentation of content and rigor in the core content areas.</p> <p>Develops systems for horizontal alignment so that it is evident classroom to classroom in all schools.</p> <p>Ensures students have equity of access to rigorous curriculum across the system.</p> <p>Ensures that research-based instructional resources and strategies in core subject areas are closely coordinated, used, and monitored for progress in closing achievement gaps.</p> <p>Develops formative assessment measures for core content areas that are aligned with state standards in content, cognitive demand, and context.</p>	<p>Creates district documentation of core skills and processes that contribute to college and workplace readiness written curriculum Pre-K–12 in all content areas. Reviews and updates documents regularly.</p> <p>Demonstrates leadership, training, and support so that instructional resources and strategies are used consistently and effectively in classrooms across the system.</p> <p>Demonstrates leadership, training, and support so that implemented instructional resources and strategies are closing the achievement gaps across the system.</p> <p>Provides systems of collaboration that contribute to use, revision, and effectiveness of aligned formative assessments.</p>

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2.3 Coordinated and Job-Embedded Professional Development

The learning needs of students drive professional development programming in the district. The continuous improvement of practice is expected, supported, and monitored through ongoing, job-embedded professional development.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to provide long-term plan, based on data that guides the content and process of professional development.</p> <p>Fails to provide clear plan for induction and mentoring of teachers, leaders, and staff new to the profession.</p> <p>Does not expect or follow through with implementation of professional development provided.</p> <p>Fails to provide for coaching to improve professional practice.</p>	<p>Makes professional development plans independently from student achievement results.</p> <p>Provides limited connections between relationship among individual, school, and district professional development plans and activities.</p> <p>Provides assistance to teachers, leaders, and staff new to the profession through beginning-of-the-year induction training and a relationship with an experienced colleague.</p> <p>States expectations for changes in practice but does not monitor closely.</p> <p>Provides for intermittent coaching on a voluntary basis as follow up to professional development activities.</p>	<p>Develops a long-term, data-driven plan based on school and district goals.</p> <p>Provides district structures to enable professional collaboration, inquiry, and learning for educators at the district and school levels.</p> <p>Provides all staff in new roles and substitutes with a multi-year program, enabling their successful implementation of district curriculum and instructional practices.</p> <p>Clarifies and systematically monitors expected changes in practice and expected effects on student learning.</p> <p>Ensures that over time all staff members receive coaching from trained leaders and/or coaches to improve content knowledge and practices that result in improved student achievement.</p>	<p>Provides evidence of implementation and impact that shows a clear relationship between professional adult learning and improved student achievement.</p> <p>Ensures structures and resources are in place to continually implement and refine professional collaboration, inquiry, instructional, and leadership coaching.</p> <p>Consistently provides for formal and informal coaching so that all staff members are engaged in learning conversations to continuously improve practice.</p>