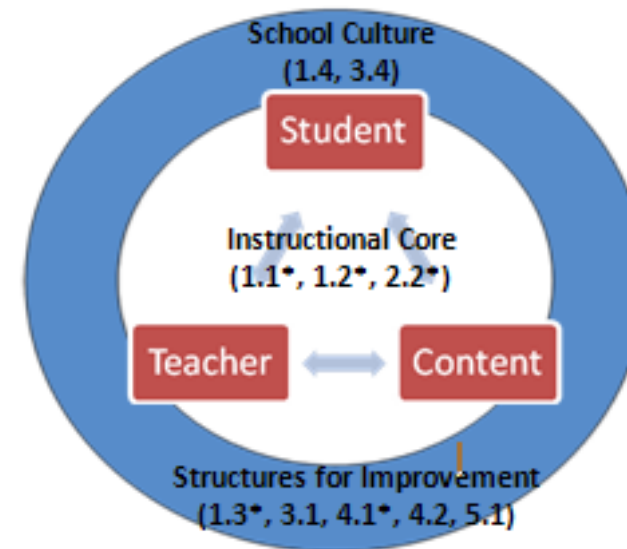


2012-2013 Quality Review Rubric

Overview of Changes

The 2012-13 Quality Review (QR) rubric has been condensed, from twenty indicators across five Quality Statements, to ten indicators within three Quality Categories. The three categories and ten indicators for 2012-13 are below:

- I. Instructional Core across Classrooms
 - Curriculum (1.1)*
 - Pedagogy (1.2)*
 - Assessment (2.2)*
- II. School Culture
 - Positive learning environment (1.4)
 - High expectations (3.4)**
- III. Systems for Improvement
 - Leveraging resources (1.3)*
 - Teacher support and supervision (4.1)*
 - Goals and action plans (3.1)
 - Teacher teams and leadership development (4.2)
 - Monitoring and revising systems (5.1)



The 2012-13 framework for the QR rubric aligns with the diagram above. The instructional core is the relationship between the student, teacher and content (i.e. academic tasks). For the instructional core to improve, or maintain a high standard, across classrooms within a school, the school's culture and structures must facilitate efforts at increasing and sustaining quality.

*Weighted indicators from 2011-12 will remain weighted in 2012-13

**Note that the taxonomy of the previous years' rubrics, such as "indicator 3.4", will remain for ease of reference, despite the changes which eliminate indicators 3.2 and 3.3

Notable Rubric Revisions

In the Quality Review Rubric, red font denotes language changes

Instructional Core across classrooms

- 1.1** Shift in language from Common Core Learning Standards (CCLS) “tasks” to “units of study” and inclusion of Citywide Instructional Expectations (CIE) instructional shifts
- 1.2** Removal of term differentiation and inclusion of language that shifts to evidence of meeting students needs through work products that demonstrate high level thinking; inclusion of language “informed by a common teaching framework,” “appropriately challenging tasks” and “ownership” to connect more clearly to Danielson
- 2.2** Revision of language to clarify common assessment use and revision of footnote regarding the term “common” to ensure that rubric language allows for a school’s approach to assessment practices

School Culture

- 1.4** Revision of language to draw more explicit connections among the school’s approach to culture building, discipline and safety; inclusion of language connected to academic and personal behaviors to align more closely with college and career readiness benchmarks
- 3.4** Inclusion of language “culture for learning” to connect more clearly to Danielson; inclusion of the communication of high expectations connected to a path for college and career readiness to align with CIE

School Structures

- 3.1, 4.1 4.2** Revision of language to weave more explicit practices connected to design and facilitation of professional development into these indicators
- 4.1** Revision of language to highlight impact of use of teaching framework; inclusion of footnote to clarify the term “effective feedback”
- 5.1** Revision of language to address monitoring and revision of practices connected to the three quality categories that live within the conceptual framework: the instructional core, school structures and school culture

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards</p> <p>¹CCLS units of study: <i>In 2012-13 all students will engage in multiple Common Core-aligned units of study across content areas</i></p> <p>²CIE instructional shifts: <i>In math, the prioritized instructional shift requires fluency, application, and conceptual understanding; in literacy, the prioritized shift requires students to ground reading, writing, and discussion in evidence from the text</i></p>	<p>a) School leaders and faculty do not consistently align curricula to State standards, or curricula does not emphasize key standards or support the integration of units of study aligned to the Common Core Learning Standards (CCLS units of study¹), including the instructional shifts prioritized in the 2012-13 Citywide Instructional Expectations (CIE instructional shifts²)</p> <p>b) Curricula and academic tasks do not typically emphasize rigorous habits or higher-order skills³</p> <p>c) Curricula and academic tasks do not reflect planning to cognitively engage a diversity of learners</p> <p>³Rigorous habits or higher-order skills: <i>Webb’s Depth of Knowledge (DOK) tool and Hess’s Cognitive Rigor Matrix inform the terms “rigorous habits” and “higher-order skills” in this rubric</i></p>	<p>a) School leaders and faculty align curricula to State standards and are in the process of making purposeful decisions about the key standards to emphasize and about how to integrate the CCLS units of study, including the CIE instructional shifts</p> <p>b) Curricula and academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades, subjects and/or for English Language Learners (ELLs) and students with disabilities (SWDs)</p> <p>c) Curricula and academic tasks reflect planning to cognitively engage a diversity of learners</p>	<p>a) School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards, and integrate the CCLS units of study, including the CIE instructional shifts, to close the achievement gap and promote college and career readiness in all grades</p> <p>b) Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, are cognitively engaged</p>	<p>a) School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards, integrate the CCLS units of study, including the CIE instructional shifts, and align curricula across grades and subject areas to close the achievement gap and promote college and career readiness in all grades</p> <p>b) Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, ELLs and SWDs, are cognitively engaged</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products</p> <p><i>⁴Teaching framework: Schools are strongly encouraged to work with the 2011 version of Danielson's framework for teacher development. Pending a collective bargaining agreement, schools that have worked extensively with a different rubric may continue to do so for the 2012-2013 school year.</i></p>	<p>a) Across classrooms, teaching practices are not typically aligned to curricula and/or do not reflect a belief about how students learn best</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds and routines) typically do not provide multiple entry points into the curricula and do not support appropriately challenging tasks or the demonstration of higher-order thinking skills for students, including ELLs and SWDs</p> <p>c) Across classrooms, student work products and discussions reflect a general lack of student thinking and participation</p>	<p>a) Across classrooms, teaching practices are becoming aligned to curricula and beginning to reflect a set of beliefs about how students learn best that is informed by a research-based, common teaching framework⁴</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds and routines) inconsistently provide multiple entry points into the curricula and appropriately challenging tasks so that there is an uneven demonstration of higher-order thinking skills in student work, including the work of ELLs and SWDs</p> <p>c) Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation</p>	<p>a) Across classrooms, teaching practices are aligned to curricula and reflect an articulated set of beliefs about how students learn best that is informed by a research-based, common teaching framework</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work</p> <p>c) Across classrooms, student work products and discussions reflect high levels of student thinking and participation</p>	<p>a) Across classrooms, teaching practices are aligned to curricula and reflect a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and discussions at the team and school level</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds and routines) strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work</p> <p>c) Across classrooms, student work products and discussions reflect high levels of student thinking, participation and ownership</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches, partnerships) is not aligned to the school's instructional goals, as evident in student work products</p> <p>b) The use of staff and student time is structured such that teams meet so infrequently (e.g., monthly) that it is difficult for them to improve instruction and engage students in challenging academic tasks</p> <p>c) Hiring practices, teacher assignments (e.g., teacher total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions are not aligned to the school's instructional goals</p>	<p>a) Alignment is developing between the use of resources (e.g., budget, space, technology, coaches, partnerships) and the school's instructional goals, as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams meet infrequently (e.g., twice per month) or do not utilize the time effectively, thus reducing their potential to improve instruction and engage students in challenging academic tasks</p> <p>c) Alignment among hiring practices, teacher assignments (e.g., teacher total student load, effective teachers placed to close the achievement gap), student program groupings and interventions, including those for ELLs and SWDs, and the school's instructional goals is developing</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are aligned to and support the school's instructional goals, as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams meet regularly (at least weekly) and effectively, thus improving instruction and engaging students in challenging academic tasks</p> <p>c) Hiring practices, teacher assignments (e.g., teacher total student load, effective teachers placed to close the achievement gap), student program groupings and interventions, including those for ELLs and SWDs, effectively support the school's instructional goals so that teams of teachers share responsibility for meeting the needs of a manageable cohort of students</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are well-aligned to and support the school's instructional goals and long-range action plans, as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams have substantial and regular meetings (2-3 periods per week) that are deliberately structured to result in improved instruction and all students engaged in challenging academic tasks</p> <p>c) Hiring practices, teacher assignments (e.g., teacher total student load, effective teachers placed to close the achievement gap), student program groupings and interventions, including those for ELLs and SWDs, are strategic, promoting accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and for attaining the school's instructional goals</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults</p> <p>⁵ <i>Academic and personal behaviors encompass a range of indicators that support resilience as well as college enrollment and persistence. These behaviors are disaggregated into five overlapping categories: motivation, engagement, work habits/ organizational skills, communication/ collaboration skills, and self-regulation. For more information, see link.</i></p>	<p>a) The school does not have a coherent approach to culture building, discipline and social emotional support and the tone of the school is not respectful or orderly</p> <p>b) The school has limited structures to provide attendance, social emotional learning, child/youth development services and guidance/advisement supports to students, and/or not all students are known well by at least one adult</p> <p>c) The school community has not aligned professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors⁵</p>	<p>a) The school is developing an approach to culture building, discipline and social emotional support such that the tone of the school is generally respectful, but the school is working to address areas of need or inconsistency in order to build an inclusive culture in which student voice is welcome and valued</p> <p>b) The school is developing structures to ensure targeted attendance, social emotional learning, child/youth development services and guidance/ advisement supports to students, but supports do not consistently align with student learning needs and/or not all students are known well by at least one adult</p> <p>c) The school community is developing the alignment among professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors</p>	<p>a) The school's approach to culture building, discipline and social-emotional support results in a safe environment and inclusive culture that is conducive to student and adult learning; students and adults treat each other respectfully and student voice is welcome and valued</p> <p>b) Structures are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development services and guidance/advisement supports that align with student learning needs</p> <p>c) The school community aligns professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors</p>	<p>a) The school's approach to culture building, discipline and social-emotional support is informed by a theory of action and results in a safe environment and inclusive culture that support progress toward the school's goals; the school meaningfully involves student voice in decision making to initiate, guide and lead school improvement efforts</p> <p>b) Structures are in place so that each student is known well by at least one adult who helps to personalize attendance supports and coordinate social-emotional learning, child/youth development services and guidance/advisement supports that impact students' academic success</p> <p>c) The school community strategically aligns professional development, family outreach, and student learning experiences and supports, resulting in the adoption of effective academic and personal behaviors</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</p> <p><i>⁶Common assessment: Teachers use one shared assessment or use different assessments that measure common skills to evaluate student progress across classes and over time. These assessments may or may not include CCLS-aligned performance tasks, depending on the school's approach to the CIE.</i></p>	<p>a) Across classrooms, teams of teachers and individual teachers use or create assessments, rubrics and grading policies that are not aligned with key standards and curricula, or the analysis has no impact on classroom level curricular and instructional practices</p> <p>b) The school does not use common assessments⁶ or assessments are not able to measure student progress toward goals across grades and subject areas</p> <p>c) Across classrooms, teachers' assessment practices do not reflect the use of ongoing checks for understanding and student self-assessment, and do not make effective adjustments to lessons based on student confusion</p>	<p>a) Across classrooms, teams of teachers and individual teachers use or create assessments, rubrics and grading policies that are loosely aligned with key standards and curricula, thus providing limited feedback to students and teachers regarding student achievement</p> <p>b) The school is developing in their use of common assessments to measure student progress toward goals across grades and subject areas, or there are common assessments in place but results are inconsistently used to adjust curriculum and instruction</p> <p>c) Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers inconsistently make effective adjustments to meet all students' learning needs</p>	<p>a) Across classrooms, teachers use or create assessments, rubrics and grading policies that are aligned with the school's key standards and curricula, thus providing actionable feedback to students and teachers regarding student achievement</p> <p>b) The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curriculum and instruction</p> <p>c) Across classrooms, teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs</p>	<p>a) Across classrooms, teachers use or create assessments, rubrics and grading policies that offer a clear portrait of student mastery of the school's chosen key standards and curricula, thus providing actionable and meaningful feedback to students and teachers regarding student achievement</p> <p>b) The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery</p> <p>c) Across classrooms, teachers' assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</p>	<p>a) School-level goals and action plans are not clear and focused or are not tracked for progress</p> <p>b) Goal-setting and action planning, including professional development planning, occur at the school level but are not informed by a data-driven needs assessment or ongoing data gathering and analysis practices</p> <p>c) School leaders do not effectively involve and/or communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes</p>	<p>a) There is a short list of school-level goals that are tracked for progress but do not drive efforts to accelerate student learning</p> <p>b) Goal-setting and action planning, including professional development planning, occur at the school level with only a surface connection to the school’s data gathering and analysis systems, such that impact on teachers and students is unclear or inconsistent</p> <p>c) School leaders involve and communicate with the school community, including teachers, families, and age-appropriate students, in a limited way regarding school improvement plans and decision-making processes</p>	<p>a) There is a short list of clear, focused school-level goals and action plans (long-term, annual and interim) apparent in the CEP and other planning documents; this list of goals is tracked for progress and adjusted to drive efforts to accelerate student learning and foster social-emotional growth</p> <p>b) Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improves teacher practice across classrooms</p> <p>c) School leaders effectively involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement processes</p>	<p>a) There is a “theory of action”- which includes a rationale for the short list of clear, focused school-level goals and action plans (long-range, annual and interim) apparent in the CEP and other planning documents - that is tracked for progress and thoughtfully adjusted to leverage changes that explicitly link to accelerated student learning and social-emotional growth</p> <p>b) Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improves teacher practice across classrooms and closes the achievement gap</p> <p>c) School leaders effectively involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them</p>	<p>a) School leaders inconsistently communicate high expectations (professionalism, instruction, communication and other elements of the school’s common teaching framework⁴) to the entire staff</p> <p>b) School leaders and staff do not have expectations that are connected to a path for college and career readiness</p> <p>c)Teacher teams and staff do not establish a culture for learning that communicates high expectations for all students and/or are not developing feedback systems and guidance/ advisement supports to help prepare students for the next level</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school’s common teaching framework) to the entire staff and are developing training and a system of accountability for those expectations</p> <p>b)School leaders and staff are developing expectations that are connected to a path for college and career readiness and/or the school is developing systems to provide feedback to families regarding student progress toward meeting those expectations</p> <p>c)Teacher teams and staff establish a culture for learning that communicates high expectations for all students; feedback and guidance/advisement supports are developing the level of detail and clarity needed to help prepare students for the next level</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school’s common teaching framework) to the entire staff and provide training and have a system of accountability for those expectations</p> <p>b)School leaders and staff consistently communicate expectations that are connected to a path for college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations</p> <p>c)Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school’s common teaching framework) to the entire staff and provide training and have created a culture of mutual accountability for those expectations</p> <p>b) School leaders and staff effectively communicate expectations connected to a path for college and career readiness and successfully partner with families to support student progress toward those expectations</p> <p>c) Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>4.1 Use the observation of classroom teaching with a research-based, common teaching framework⁴ and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers</p> <p>⁷ Effective feedback is specific, actionable, time bound, and prioritized. It is also aligned to the framework and to the Common Core, where appropriate</p>	<p>a) There is little evidence that teachers receive feedback and next steps from classroom observations and student work/data</p> <p>b) Feedback to teachers does not aptly capture strengths, challenges and next steps, and/or is not aligned to a research-based, common teaching framework⁴</p> <p>c) School leaders do not have a system for using teacher observation data to design professional development and to make informed decisions (assignment, tenure, retention) and to develop succession plans connected to teachers, APs, and other staff members</p>	<p>a) School leaders support the development of teachers, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and student work/data, or the feedback is not consistently effective⁷</p> <p>b) Feedback to teachers aptly captures strengths, challenges and next steps but is not yet fully connected to a research-based, common teaching framework that articulates clear expectations for teacher practice; feedback is beginning to support teacher development</p> <p>c) School leaders are developing a system to use teacher observation data to effectively design and facilitate professional development and are beginning to make informed decisions (assignment, tenure, retention) and to develop succession plans connected to teachers, APs, and other staff members</p>	<p>a) School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps from short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges and next steps using a research-based, common teaching framework that articulates clear expectations for teacher practice and supports teacher development</p> <p>c) School leaders have an effective system that uses teacher observation data to effectively design and facilitate professional development and are making informed decisions (assignment, tenure, retention) and are developing succession plans connected to teachers, APs, and other staff members</p>	<p>a) School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges and next steps using a research-based, common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers</p> <p>c) School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans (assignment, tenure, retention) about teachers, APs, and other staff members; this system is leading to improved student performance</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>4.2 Engage in structured professional collaborations on teams using an inquiry approach⁸ that promotes shared leadership and focuses on improved student learning</p> <p>⁸The term inquiry approach is defined by the expectations of teacher teams in 4.2b and across this rubric</p>	<p>a) A minority of teachers are engaged in structured professional collaborations on teams using an inquiry approach; other team work may focus on problem-solving for individual students or non-instructional supports</p> <p>b) Teacher teams do not typically analyze assessment data and student work for students they share or on whom they are focused</p> <p>c) There are limited opportunities for faculty to develop leadership capacity or to influence key decisions that affect student learning across the school</p>	<p>a) The majority of teachers are engaged in structured professional collaborations on teams that may be loosely (or ineffectively) connected to school goals (including CCLS integration), or the use of an inquiry approach is developing across the teams</p> <p>b) Teacher teams analyze assessment data and student work for students they share or on whom they are focused, but this work does not typically result in improved teacher practice or progress toward goals for groups of students</p> <p>c) Distributed leadership structures are developing to support leadership capacity-building and to include teachers in key decisions that affect student learning across the school</p>	<p>a) The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals (including CCLS integration) and strengthen the instructional capacity of teachers</p> <p>b) Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students</p> <p>c) Distributed leadership structures are in place so that teachers' leadership capacity is built and they have a voice in key decisions that affect student learning across the school</p>	<p>a) The vast majority of teachers are engaged in inquiry-based structured professional collaborations that has strengthened teachers' instructional capacity (including CCLS integration), resulting in school-wide instructional coherence and increased student achievement for all learners</p> <p>b) Teacher teams systematically analyze key elements of teacher work, including classroom practice, as well as assessment data and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students</p> <p>c) Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</p>	<p>a) School leaders and faculty do not have a process to evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS <i>(evaluation of practices of 1.1, 1.2, 2.2)</i></p> <p>b) School leaders and faculty do not have a process to evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, or they do not focus on making adjustments to support the expectations of the CCLS <i>(evaluation of practices of 1.4, 3.4)</i></p> <p>c) School leaders and faculty do not have a process to evaluate and adjust the use of organizational resources, teacher team work and professional development practices, or they do not pay particular attention to the implications of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i></p>	<p>a) School leaders and faculty are developing a process to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS <i>(evaluation of practices of 1.1, 1.2, 2.2)</i></p> <p>b) School leaders and faculty are developing a process to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a developing focus on making adjustments to support the expectations of the CCLS <i>(evaluation of practices of 1.4, 3.4)</i></p> <p>c) School leaders and faculty are developing a process to regularly evaluate and adjust the use of organizational resources, teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i></p>	<p>a) School leaders and faculty have a process in place to regularly evaluate and adjust curricular, instructional and assessment practices in response to student learning needs and the expectations of the CCLS <i>(evaluation of practices of 1.1, 1.2, 2.2)</i></p> <p>b) School leaders and faculty have a process in place to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS <i>(evaluation of practices of 1.4, 3.4)</i></p> <p>c) School leaders and faculty have a process in place to regularly evaluate and adjust the use of organizational resources, teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i></p>	<p>a) School leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS, with a focus on building alignment and coherence between what is taught and how it is taught <i>(evaluation of practices of 1.1, 1.2, 2.2)</i></p> <p>b) School leaders and faculty have a process in place to purposefully evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS <i>(evaluation of practices of 1.4, 3.4)</i></p> <p>c) School leaders and faculty have a process in place to purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i></p>