RELATIONSHIPS- DRAFT SUMMARY RUBRIC

	Staff	Students	Parents	Community
Implementing	▪ Develop a plan to strengthen staff communication	▪ Plan to align/integrate methods for encouraging and empowering students with district policies, practices and procedures	▪ Plan to provide resources and trainings to families to improve communication; location of school and student level information; and understanding of district initiatives	▪ Plan to provide resources and trainings about district initiatives to the community
	▪ Develop collaborative groups			▪ Plan to involve community members and community resources in district improvement plan process
				▪ Identify community organizations with whom partnerships can be established
Transitioning	▪ A plan to strengthen staff communication is in place	▪ Align/integrate methods for encouraging and empowering students with district policies, practices and procedures	▪ Provide resources and trainings to families to improve communication; location of school and student level information; and understanding of district initiatives	▪ Provide resources and trainings about district initiatives to the community
	▪ Provide time and resources for collaborative groups to meet			▪ Involve community members and community resources in district improvement plan process
				▪ Establish partnerships with community organizations
Modeling	▪ Staff communication is evaluated using staff perception data (i.e. feedback, surveys)	▪ Methods for encouraging and empowering students are fully aligned/integrated with district policies, practices and procedures	▪ Resources and trainings provided to families are evaluated to ensure they are improving communication; location of school and student level information; and understanding of district initiatives	▪ Evaluate resources and trainings about district initiatives that are provided to the community
	▪ Collaborative groups are actively engaged and are utilizing the resources provided			▪ Community members and community resources are fully involved in district improvement plan process
				▪ Partnerships with community organizations are fully established

12/3/2012

RELEVANCE- DRAFT SUMMARY RUBRIC

	Curriculum	Instruction	Student Engagement	Technology
Implementing	▪ Develop a research-based plan to address 21st century skills	▪ Plan to use data to direct the instructional process	▪ Design lessons to actively engage students	▪ Plan to develop a shared vision around 21st century learning; to create a dynamic, digital-age learning culture; and to address digital citizenship
	▪ Develop curricular standards for all content areas	▪ Plan to engage teachers in aligning instruction with standards and benchmarks	▪ Provide opportunities for peer to peer collaboration and interaction within the classroom	▪ Conduct technology needs assessment
	▪ Develop a system for teacher input on curriculum and resource adoption	▪ Use student data to identify students in need of instructional support		▪ Develop a plan for technology support
Transitioning	▪ A research-based plan to address 21st century skills is in place	▪ Use data to direct the instructional process	▪ Lessons are designed to actively engage students	▪ A shared vision around 21st century learning; a dynamic, digital-age learning culture; and a plan to address digital citizenship are in place
	▪ Curricular standards for all content areas are in place	▪ Engage teachers in aligning instruction with standards and benchmarks	▪ Opportunities for peer to peer collaboration and interaction within the classroom are provided	▪ Review technology needs assessment data and findings
	▪ System for teacher input on curriculum and resource adoption is developed	▪ Provide identified students with personalized learning/differentiation plans to address their learning needs		▪ A plan for technology support is in place
Modeling	▪ The research-based plan to address 21st century skills is dynamic and is evaluated for effective implementation	▪ Data is fully used to direct the instructional process and is regularly evaluated for effectiveness	▪ Students are actively engaged in lessons	▪ A shared vision around 21st century learning; a dynamic, digital-age learning culture; and a plan to address digital citizenship are fully in place
	▪ Curricular standards are in place and drive content for all areas	▪ Instruction is aligned with standards and benchmarks based on teacher input and buy-in	▪ Students participate in peer to peer collaboration and interaction within the classroom	▪ Data and findings from the technology needs assessment are used to make operational decisions
	▪ Teachers provide input on curriculum and resource adoption	▪ Students are provided with personalized learning/differentiation plans to address their learning needs		▪ A comprehensive plan for technology support is in place and serves as a model for other districts

12/3/2012

RESPONSIVE CULTURE- DRAFT SUMMARY RUBRIC

	Leadership	Early Childhood	School Climate	Nutrition and Wellness	Innovation
Implementing	▪Develop strategic plan and district vision that addresses student learning and success	▪ Plan to use data to improve development, learning and behavioral outcomes	▪ Collect data to assess school climate (safe and healthy behaviors, environment and academic and social engagement)	▪ District schools score "Basic" on implementation plan under school wellness policy guidelines	▪ Plan to establish an Innovation Action Plan and Innovation Team
	▪ Plan to engage stakeholders in educational collaboration that supports student success	▪ Staff work individually to design and execute age-appropriate learning experiences for students	▪ Develop Climate Index	▪ Plan to integrate wellness initiatives into district plan	
	▪ Plan to use data to direct learning and leadership activities		▪ Identify evidence-based strategies		
	▪ Develop leadership team				
Transitioning	▪ Strategic plan and district vision are put into practice and are communicated with staff	▪ Use data to improve development, learning and behavioral outcomes	▪ Utilize climate data to make data-driven decisions	▪ Majority of district schools score "Advanced" on implementation plan under school wellness policy guidelines	▪ Innovation Action Plan and Innovation Team are in place and are working to foster a climate of collaborative innovation
	▪ Engage stakeholders in educational collaboration that supports student success	▪ Staff work collaboratively to design and execute age-appropriate learning experiences for students and involve families in the process	▪ Adjust evidence-based strategies as needed	▪ Integrate wellness initiatives into district plan	
	▪ Use data to direct learning and leadership activities		▪ Demonstrate growth in school climate		
	▪ Leadership team is developed and begins operating				
Modeling	▪ Strategic plan and district vision are in place and are communicated with stakeholders	▪ Data is fully used to improve development, learning and behavioral outcomes	▪ Establish integrated, tiered policies and practices	▪ Majority of district schools score "Exemplary" on implementation plan under school wellness policy guidelines	▪ An Innovation Action Plan and Innovation Team are in place and together fully foster a climate of collaborative innovation

RESPONSIVE CULTURE

	▪ Stakeholders are fully engaged in educational collaboration that supports student success	▪ Staff and families have a collaborative responsibility to design and execute age-appropriate learning experiences for students	▪ Demonstrate sustainability	▪ Wellness initiatives are fully integrated into district plan	
	▪ Data is used to direct, assess and evaluate all learning and leadership activities		▪ Coach other districts by sharing successes and high performing practices		
	▪ Leadership team is fully developed and operating		▪ Meet standard of excellence qualifications established by national organizations		

RIGOR- DRAFT SUMMARY RUBRIC

	Career & Technical Education (CTE)	Professional Learning	Resources	Data
Implementing	▪ Plan to align/integrate CTE with core curriculum	▪ Develop professional learning communities that engage in continuous improvement	▪ Stakeholders collaborate to identify and prioritize resources	▪ Policies, procedures and processes are being developed to ensure the accuracy, security and timeliness of data
	▪ Identify stakeholders to support student career exploration	▪ Plan to provide professional learning opportunities to all educators and leaders based on identified needs		
	▪ Develop CTE Communication Plan	▪ Prioritize and coordinate resources for educator learning		
	▪ Plan to use data to direct CTE program decisions	▪ Plan to use data to direct professional learning opportunities		
	▪ Develop CTE professional development for teachers	▪ Design professional learning to improve educator effectiveness and student learning results		
Transitioning	▪ Align/Integrate CTE with core curriculum	▪ Professional learning communities that engage in continuous improvement are in place	▪ Stakeholders collaborate to utilize resources	▪ Policies, procedures and processes are in place to ensure the accuracy, security and timeliness of data
	▪ Collaborate/engage identified stakeholders to support student career exploration	▪ A plan to provide professional learning opportunities to all educators and leaders based on identified needs is in place		
	▪ Communicate/promote CTE opportunities for students	▪ Resources for educator learning are in place		
	▪ Use data to direct CTE program decisions	▪ Use data to direct professional learning opportunities		
	▪ Provide CTE professional development for teachers	▪ Professional learning is established to improve educator effectiveness and student learning results		
Modeling	▪ CTE is aligned/integrated with core curriculum	▪ Professional learning communities that engage in continuous improvement are fully in place and are evaluated for effectiveness	▪ Stakeholders collaborate to evaluate the effectiveness of resources	▪ Policies, procedures and processes are in place to ensure the accuracy, security and timeliness of data and are routinely monitored for compliance

RIGOR

	▪ Stakeholders are leveraged to support student career exploration	▪ Professional learning opportunities are provided to all educators and leaders based on identified needs		
	▪ Market CTE opportunities for students	▪ Resources for educator learning are in place and are regularly monitored		
	▪ Data is fully used to direct CTE program decisions	▪ Data is used to direct, assess and evaluate professional learning opportunities		
	▪ Assess/evaluate the impact of CTE professional development on instruction	▪ Professional learning improves educator effectiveness and student learning results		