Oral Roberts University

BUILDING LEVEL INTERNSHIP OBSERVATION EVALUATION

College of Education

6.3

CandidateSchool School			
School Supervisor University Supervisor			
Mark each characteristic below with one of the following levels of competence: 5 – Exemplary; 4 – Competent; 3 – Acceptable; 2 – Unacceptable; 1 –	Not attempted; 0 -	Not observed	
Circle appropriate comments below and add written comments as needed, identifying them with I or II to indicate when observed.	-		
QUALITIES	ELCC	Observation	Observation
	Standards	<u> </u>	II
PERSONAL			
1. Appearance: dresses appropriately; well groomed; nice posture	IS – 1		
2. Demeanor: poise; patience; enthusiasm; sense of humor; tact; sensitivity toward others' feelings and opinions	IS – 1, 10		
3. Speech: uses correct grammar; articulates clearly; uses appropriate volume	IS – 1		
4. Attendance: never, rarely, occasionally, or frequently absent; on time	IS - 1		
VISION			
5. Develop: Candidate reflects an understanding of developing a School vision of learning	1.1		
6. Articulate: Candidate can articulate the School vision of learning	1.2		
7. Implement: Candidate reflects an understanding of implementing a School vision of learning	1.3		
8. Steward: Candidate reflects an understanding of the role of a superintendent as a steward of the School vision of learning	1.4		
9. Promote: Candidate reflects an understanding of the importance of promoting community involvement in the School vision	1.5		
STUDENT SUCESS			
10. Culture: Candidate is knowledgeable and processes the ability to promote the success of all students by promoting a positive School culture	2.1		
11. Instruction: Candidate reflects an understanding of how to provide effective instructional programs within the School	2.2		
12. Student Learning Candidate reflects an understanding of how to apply best practices to promote student learning	2.3		
13. Professional Plans: Candidate reflects an understanding of how to design comprehensive professional growth plans	2.4		
MANAGE			
14 Organization: Candidate reflects an understanding of managing the School organization e	3.1		
15. Operations: Candidate reflects an understanding of managing the School operations	3.2		
16. Resources: Candidate reflects an understanding of managing the School resources	3.3		
COMMUNITY			
17. Collaborate: Candidate reflects an understanding of the importance of collaborating with families and other community members	4.1		
18. Respond: Candidate4s demonstrates an understanding of appropriate responses to community interests and needs	4.2	1	
19. Resources: Candidate reflects an understanding of how to mobilize community resources	4.3		
DISPOSITIONS			
20. Integrity: Candidates demonstrates the ability to act with integrity	5.1		
21. Fairly: : Candidates demonstrates the ability to act fairly	5.2		
22. Ethically: : Candidates demonstrates the ability to act ethically	5.3		<u> </u>
LARGER EDUCATIONAL CONTEXT			
23. Understand: Candidate reflects an understanding of the larger political, social, economic, legal, and cultural educational context	6.1		
24. Respond: Candidate reflects an understanding of how to respond to the larger political, social, economic, legal, and cultural educational context	6.2	1	†

GRADE: See important grading guidelines on the back of this form.

COMMENTS: Observation II

COMMENTS: Observation II

Evaluator's Signature

Observation 2

Evaluator's Signature

Date

25 Influence: Candidate reflects an understanding of how to influence the larger political, social, economic, legal, and cultural educational context

Definition of Terms:

- 5 Exemplary: Candidate uses this skill consistently with a high degree of competence and confidence.
- 4 Competent: Candidate uses this skill appropriately and competently.
- 3 Acceptable: Candidate is beginning to incorporate this skill in their repertoire.
- 2 Unacceptable: Candidate has not yet developed or used this skill.
- 1 Not Attempted: Candidate did not attempt to use this skill.
- 0 Not Observed

Justification: (Explain 5 or 2 - comments)

When an evaluator determines that the candidate should receive a 5 – Exemplary rating or a 2 – Unacceptable rating, the evaluator must provide written documentation either on the front of the evaluation form or on an attachment to the evaluation form explaining the rationale for the rating.

Point Scale:

Each category will be assigned a rating (5, 4, 3, 2, 1, or 0). The rating for each category will be totaled and divided by the number of categories that have been observed and rated

(0 – Not Observed should not be included in the total number of categories.) For example, 25 x 4 equals 100 points. This total (100) should be divided by 25 to get the percentage grade. If only 24 categories were scored, and one category was Not Observed, the total points would be divided by 24. See the following for the scale of percentage grades.

5.0 = 100	4.5 = 95	4.0 = 90	3.5 = 85	3.0 = 80	2.5 = 75	2.0 = 70	1.5 = 65	1.0 = 60
4.9 = 99	4.4 = 94	3.9 = 89	3.4 = 84	2.9 = 79	2.4 = 74	1.9 = 69	1.4 = 64	
4.8 = 98	4.3 = 93	3.8 = 88	3.3 = 83	2.8 = 78	2.3 = 73	1.8 = 68	1.3 = 63	
4.7 = 97	4.2 = 92	3.7 = 87	3.2 = 82	2.7 = 77	2.2 = 72	1.7 = 67	1.2 = 62	
4.6 = 96	4.1 = 91	3.6 = 86	3.1 = 81	2.6 = 76	2.1 = 71	1.6 = 66	1.1 = 61	

Original - Coordinator of School Level Internship

Copy 2 & 3 – Candidate Copy

Copy 4 – University Supervisor

School Site Improvement Plan Assessment Rubric

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
1.1 Develop a	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
School Vision	collecting data.	reflecting the development of the	data reflecting the development of	reflecting the development of the
of Learning.	Misidentifies purpose of data and	school's vision of learning.	the school's vision of learning. The	school's vision of learning. The School
	is not able to establish a true link	However, School Improvement Plan	School Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the school's vision of learning.	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
		minimally reaffirms or revises the		recommendations for further
		site's strategic plan.		development.
1.2 Articulate	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
a School	collecting data.	reflecting the articulation of the	data reflecting the articulation of the	reflecting the development of the
Vision of	Misidentifies purpose of data and	school's vision of learning.	school's vision of learning. The	school's vision of learning. The School
Learning.	is not able to establish a true link	However, District Improvement Plan	School Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the school's vision of learning.	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
		minimally reaffirms or revises the		recommendations for further
		site's strategic plan.		development.
1.3 Implement	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
a School	collecting data.	reflecting the implementation of the	data reflecting the implementation of	reflecting the development of the
Vision of	Misidentifies purpose of data and	school's vision of learning.	the school's vision of learning. The	school's vision of learning. The School
Learning.	is not able to establish a true link	However, School Improvement Plan	School Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the implementation of the	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
	school's vision of learning.	minimally reaffirms or revises the		recommendations for further
4.4.6		site's strategic plan.	X 1 10 1 11	development.
1.4 Steward a	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
School Vision	collecting data.	reflecting the stewardship of the	data reflecting the stewardship of the	reflecting the development of the
of Learning.	Misidentifies purpose of data and	school's vision of learning.	school's vision of learning. The	school's vision of learning. The School
	is not able to establish a true link	However, School Improvement Plan	School Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the stewardship of the school's	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
	vision of learning.	minimally reaffirms or revises the		recommendations for further
1.5 Duamata	Provides little to no evidence of	site's strategic plan.	Identification and called a constraint	development.
1.5 Promote		Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
Community Involvement in	collecting data.	reflecting the commitment to promote the school's vision of	data reflecting the commitment to promote the school's vision of	reflecting the development of the
School Vision.	Misidentifies purpose of data and is not able to establish a true link	learning to the community.	learning to the community. The	school's vision of learning. The School / District Improvement Plan reaffirms
SCHOOL VISIOII.	to the commitment to promote the	However, School Improvement Plan	School Improvement Plan reaffirms	the site's strategic plan produces
	school's vision of learning to the	is simplistic and superficial and	or revises the site's strategic plan.	recommendations for further
	community.	minimally reaffirms or revises the	of revises the site s strategic piall.	development.
	Community.	site's strategic plan.		development.
		sue s suategie pian.		

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
2.1 Promote a	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Positive School	reviewing data.	reflecting the promotion of a positive	pertinent data reflecting the	reflecting the development of the school's
Culture.	Misidentifies purpose of data and	school culture. However, School	promotion of a positive school	vision of learning. The School / District
	is not able to establish a true link	Improvement Plan is simplistic and	culture. The School Improvement	Improvement Plan reaffirms the site's
	to the promotion of a positive	superficial and minimally reaffirms	Plan reaffirms or revises the site's	strategic plan produces recommendations
	school culture.	or revises the site's strategic plan.	strategic plan.	for further development.
2.2 Provide	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Effective	reviewing data.	reflecting the intentional provision of	pertinent data reflecting the	reflecting the development of the school's
Instructional	Misidentifies purpose of data and	an effective instructional program.	intentional provision of an effective	vision of learning. The School / District
Program.	is not able to establish a true link	However, School Improvement Plan	instructional program. The School	Improvement Plan reaffirms the site's
	to the intentional provision of an	is simplistic and superficial.	Improvement Plan reaffirms or	strategic plan produces recommendations
	effective instructional program.		revises the site's strategic plan.	for further development.
2.3 Apply Best	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Practice to	reviewing data.	reflecting the application of best	pertinent data reflecting application	reflecting the development of the school's
Student	Misidentifies purpose of data and	practice to student learning.	of best practice to student learning.	vision of learning. The School / District
Learning.	is not able to establish a true link	However, School Improvement Plan	The School Improvement Plan	Improvement Plan reaffirms the site's
	to the application of best practice	is simplistic and superficial.	reaffirms or revises the site's	strategic plan produces recommendations
	to student learning.		strategic plan.	for further development.
2.4 Design	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Comprehensive	reviewing data.	reflecting the intentional design of	pertinent data reflecting the	reflecting the development of the school's
Professional	Misidentifies purpose of data and	comprehensive professional growth	intentional design of comprehensive	vision of learning. The School / District
Growth Plans.	is not able to establish a true link	plans. However, School	professional growth plans. The	Improvement Plan reaffirms the site's
	to the intentional design of	Improvement Plan is simplistic and	School Improvement Plan reaffirms	strategic plan produces recommendations
	comprehensive professional	superficial.	or revises the site's strategic plan.	for further development.
	growth plans.			

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
3.1 Manage	Proposal is incomplete and fails	Proposal provides generalized	Proposal includes specific, annual,	Identifies and collects pertinent data
the	to provide either critiques or	critique and recommendations for	measurable critiques and	reflecting the development of the school's
Organization.	recommendations for	improvement for the management of	generalized recommendations for	vision of learning. The School / District
	improvement for the management	the organization. However, School	improvement for the management of	Improvement Plan reaffirms the site's
	of the organization.	Improvement Plan is simplistic and	the organization. The School	strategic plan produces recommendations
		superficial.	Improvement Plan reaffirms or	for further development.
			revises the site's strategic plan.	
3.2 Manage	Proposal is incomplete and fails	Proposal provides generalized	Proposal includes specific, annual,	Identifies and collects pertinent data
the Operations.	to provide either critique or	critique and recommendations for	measurable critiques and	reflecting the development of the school's
	recommendations for	improvement for operational	generalized recommendations for	vision of learning. The School / District
	improvement for operational	management. However, School	improvement for operational	Improvement Plan reaffirms the site's
	management.	Improvement Plan is simplistic and	management. The School	strategic plan produces recommendations
		superficial.	Improvement Plan reaffirms or	for further development.
			revises the site's strategic plan.	
3.3 Manage	Proposal is incomplete and fails	Proposal provides generalized	Proposal includes specific, annual,	Identifies and collects pertinent data
the Resources.	to provide either critique or	critique and recommendations for	measurable critiques and	reflecting the development of the school's
	recommendations for	improvement for the management of	generalized recommendations for	vision of learning. The School / District
	improvement for the management	resources. However, School	improvement for the management of	Improvement Plan reaffirms the site's
	of resources.	Improvement Plan is simplistic and	resources. The School Improvement	strategic plan produces recommendations
		superficial.	Plan reaffirms or revises the site's	for further development.
			strategic plan.	

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
4.1	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some	Identifies and collects pertinent data
Collaborate	collecting data.	reflecting the collaborative efforts	pertinent data reflecting the	reflecting the development of the school's
with Families	Misidentifies purpose of data and	with families and other community	collaborative efforts with families	vision of learning. The School / District
and Other	is not able to establish a true link	members. However, reflection	and other community members.	Improvement Plan reaffirms the site's
Community	to collaborative efforts with	statement is simplistic and	The reflection statement reaffirms	strategic plan produces recommendations
Members.	families and other community	superficial.	or revises the site's strategic plan.	for further development.
	members.			
4.2 Respond	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some	Identifies and collects pertinent data
to Community	collecting data.	demonstrating responsiveness to	pertinent data demonstrating	reflecting the development of the school's
Interests and	Misidentifies purpose of data and	community interests and needs.	responsiveness to community	vision of learning. The School / District
Needs.	is not able to establish a true link	However, reflection statement is	interests and needs. The reflection	Improvement Plan reaffirms the site's
	demonstrating responsiveness to	simplistic and superficial.	statement reaffirms or revises the	strategic plan produces recommendations
	community interests and needs.		site's strategic plan.	for further development.
4.3 Mobilize	Plan is incomplete and fails to	Plan provides generalized critiques	Plan includes specific, annual,	Identifies and collects pertinent data
Community	provide either critiques or	and recommendations for	measurable critiques and	reflecting the development of the school's
Resources.	recommendations for	improvement for the mobilization of	generalized recommendations for	vision of learning. The School / District
	improvement for the mobilization	community resources. However,	improvement for the mobilization of	Improvement Plan reaffirms the site's
	of community resources.	reflection statement is simplistic and	community resources. The	strategic plan produces recommendations
		superficial.	reflection statement reaffirms or	for further development.
			revises the site's strategic plan.	

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
5.1	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Acts with	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Integrity	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
	recommendations for	the understanding of the importance of	improvement of the understanding	Improvement Plan reaffirms the site's
	improvement of the	acting with integrity.	of the importance of acting with	strategic plan produces recommendations
	understanding of the importance		integrity.	for further development.
	of acting with integrity.			
5.2	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Acts Fairly	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
	recommendations for	the understanding of the importance of	improvement of the understanding	Improvement Plan reaffirms the site's
	improvement of the	acting fairly.	of the importance of acting fairly	strategic plan produces recommendations
	understanding of the importance			for further development.
	of acting fairly.			
5.3	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Acts Ethically	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
	recommendations for	the understanding of the importance of	improvement of the understanding	Improvement Plan reaffirms the site's
	improvement of the	acting ethically.	of the importance of acting	strategic plan produces recommendations
	understanding of the importance		ethically.	for further development.
	of acting ethically.			

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
6.1	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Understand the	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Larger	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
Educational	recommendations for	understanding the larger educational	improvement of understanding the	Improvement Plan reaffirms the site's
Context.	improvement of understanding	context.	larger educational context.	strategic plan produces recommendations
	the larger educational context.			for further development.
6.2 Respond	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
to the Larger	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Educational	either critiques or	recommendations for improvement in	generalized recommendations for	vision of learning. The School / District
Context.	recommendations for	responding to the larger educational	improvement in responding to the	Improvement Plan reaffirms the site's
	improvement in responding to	context.	larger educational context.	strategic plan produces recommendations
	the larger educational context.			for further development.
6.3 Influence	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
the Larger	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Educational	either critiques or	recommendations for improvement	generalized recommendations for	vision of learning. The School / District
Context.	recommendations for	toward influencing the larger	improvement toward influencing the	Improvement Plan reaffirms the site's
	improvement toward influencing	educational context.	larger educational context.	strategic plan produces recommendations
	the larger educational context.			for further development.

Oral Roberts University

DISTRICT LEVEL INTERNSHIP OBSERVATION EVALUATION

School of Education

Dietition and an arrangement and arrangement and arrangement arran				
Candidate	School District			
District Supervisor		– Not attempted; 0 –	Not observed	
QUALITIES QUALITIES	identifying them with For It to marcate when observed.	ELCC Standards	Observation I	Observatio II
PERSONAL				
1. Appearance: dresses appropriately; well groomed; nice posture		IS – 1		
2. Demeanor: poise; patience; enthusiasm; sense of humor; tact; sensitivity tow	vard others' feelings and opinions	IS – 1, 10		
3. Speech: uses correct grammar; articulates clearly; uses appropriate volume		IS – 1		
4. Attendance: never, rarely, occasionally, or frequently absent; on time		IS - 1		
VISION				
5. Develop: Candidate reflects an understanding of developing a district vision of	of learning	1.1		
6. Articulate: Candidate can articulate the district vision of learning		1.2		
7. Implement: Candidate reflects an understanding of implementing a district vi		1.3		
8. Steward: Candidate reflects an understanding of the role of a superintendent		1.4		
9. Promote: Candidate reflects an understanding of the importance of promoting	g community involvement in the district vision	1.5		
STUDENT SUCESS				
10. Culture: Candidate is knowledgeable and processes the ability to promote to	he success of all students by promoting a positive district culture	2.1		
11. Instruction: Candidate reflects an understanding of how to provide effective		2.2		
12. Student Learning Candidate reflects an understanding of how to apply bes	t practices to promote student learning	2.3		
13. Professional Plans: Candidate reflects an understanding of how to design	comprehensive professional growth plans	2.4		
MANAGE				
14 Organization: Candidate reflects an understanding of managing the district	organization e	3.1		
15. Operations: Candidate reflects an understanding of managing the district of	perations	3.2		
16. Resources: Candidate reflects an understanding of managing the district re	sources	3.3		
COMMUNITY				
17. Collaborate: Candidate reflects an understanding of the importance of collaborate	aborating with families and other community members	4.1		
18. Respond: Candidate4s demonstrates an understanding of appropriate resp	onses to community interests and needs	4.2		
19. Resources: Candidate reflects an understanding of how to mobilize commu		4.3		1
DISPOSITIONS	•			
20. Integrity: Candidates demonstrates the ability to act with integrity		5.1		
21. Fairly: : Candidates demonstrates the ability to act fairly		5.2		
22. Ethically: : Candidates demonstrates the ability to act ethically		5.3		
LARGER EDUCATIONAL CONTEXT				
23. Understand: Candidate reflects an understanding of the larger political, soci	ial, economic, legal, and cultural educational context	6.1		
24. Respond: Candidate reflects an understanding of how to respond to the lar		6.2		
25 Influence: Candidate reflects an understanding of how to influence the larger		6.3		
GRADE: See important grading guidelines on the back of this form.		Enter Grade	%	%
COMMENTS: Observation I	COMMENTS: Observation II	Observation 1	, , , , , , , , , , , , , , , , , , ,	
		Evaluator's Signa	ature	Date
		Observation 2		
		Evaluator's Signa	ature	Date

Definition of Terms:

- 5 Exemplary: Candidate uses this skill consistently with a high degree of competence and confidence.
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<u>Justification</u>: (Explain 5 or 2 – comments)

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Point Scale:

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(0 – Not Observed should not be included in the total number of categories.) For example, 25 x 4 equals 100 points. This total (100) should be divided by 25 to get the percentage grade. If only 24 categories were scored, and one category was Not Observed, the total points would be divided by 24. See the following for the scale of percentage grades.

5.0 = 100	4.5 = 95	4.0 = 90	3.5 = 85	3.0 = 80	2.5 = 75	2.0 = 70	1.5 = 65	1.0 = 60
4.9 = 99	4.4 = 94	3.9 = 89	3.4 = 84	2.9 = 79	2.4 = 74	1.9 = 69	1.4 = 64	
4.8 = 98	4.3 = 93	3.8 = 88	3.3 = 83	2.8 = 78	2.3 = 73	1.8 = 68	1.3 = 63	
4.7 = 97	4.2 = 92	3.7 = 87	3.2 = 82	2.7 = 77	2.2 = 72	1.7 = 67	1.2 = 62	
4.6 = 96	4.1 = 91	3.6 = 86	3.1 = 81	2.6 = 76	2.1 = 71	1.6 = 66	1.1 = 61	

District Improvement Plan Assessment Rubric

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
1.1 Develop a	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
School Vision	collecting data.	reflecting the development of the	data reflecting the development of	reflecting the development of the
of Learning.	Misidentifies purpose of data and	school's vision of learning.	the school's vision of learning. The	school's vision of learning. The School
	is not able to establish a true link	However, District Improvement Plan	District Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the school's vision of learning.	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
		minimally reaffirms or revises the		recommendations for further
		site's strategic plan.		development.
1.2 Articulate	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
a School	collecting data.	reflecting the articulation of the	data reflecting the articulation of the	reflecting the development of the
Vision of	Misidentifies purpose of data and	school's vision of learning.	school's vision of learning. The	school's vision of learning. The School
Learning.	is not able to establish a true link	However, District Improvement Plan	District Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the school's vision of learning.	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
		minimally reaffirms or revises the		recommendations for further
		site's strategic plan.		development.
1.3 Implement	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
a School	collecting data.	reflecting the implementation of the	data reflecting the implementation of	reflecting the development of the
Vision of	Misidentifies purpose of data and	school's vision of learning.	the school's vision of learning. The	school's vision of learning. The School
Learning.	is not able to establish a true link	However, District Improvement Plan	District Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the implementation of the	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
	school's vision of learning.	minimally reaffirms or revises the		recommendations for further
		site's strategic plan.		development.
1.4 Steward a	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
School Vision	collecting data.	reflecting the stewardship of the	data reflecting the stewardship of the	reflecting the development of the
of Learning.	Misidentifies purpose of data and	school's vision of learning.	school's vision of learning. The	school's vision of learning. The School
	is not able to establish a true link	However, District Improvement Plan	District Improvement Plan reaffirms	/ District Improvement Plan reaffirms
	to the stewardship of the school's	is simplistic and superficial and	or revises the site's strategic plan.	the site's strategic plan produces
	vision of learning.	minimally reaffirms or revises the		recommendations for further
		site's strategic plan.		development.
1.5 Promote	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some pertinent	Identifies and collects pertinent data
Community	collecting data.	reflecting the commitment to	data reflecting the commitment to	reflecting the development of the
Involvement in	Misidentifies purpose of data and	promote the school's vision of	promote the school's vision of	school's vision of learning. The School
School Vision.	is not able to establish a true link	learning to the community.	learning to the community. The	/ District Improvement Plan reaffirms
	to the commitment to promote the	However, District Improvement Plan	District Improvement Plan reaffirms	the site's strategic plan produces
	school's vision of learning to the	is simplistic and superficial and	or revises the site's strategic plan.	recommendations for further
	community.	minimally reaffirms or revises the		development.
		site's strategic plan.		

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
2.1 Promote a	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Positive School	reviewing data.	reflecting the promotion of a positive	pertinent data reflecting the	reflecting the development of the school's
Culture.	Misidentifies purpose of data and	school culture. However, District	promotion of a positive school	vision of learning. The School / District
	is not able to establish a true link	Improvement Plan is simplistic and	culture. The District Improvement	Improvement Plan reaffirms the site's
	to the promotion of a positive	superficial and minimally reaffirms	Plan reaffirms or revises the site's	strategic plan produces recommendations
	school culture.	or revises the site's strategic plan.	strategic plan.	for further development.
2.2 Provide	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Effective	reviewing data.	reflecting the intentional provision of	pertinent data reflecting the	reflecting the development of the school's
Instructional	Misidentifies purpose of data and	an effective instructional program.	intentional provision of an effective	vision of learning. The School / District
Program.	is not able to establish a true link	However, District Improvement Plan	instructional program. The District	Improvement Plan reaffirms the site's
	to the intentional provision of an	is simplistic and superficial.	Improvement Plan reaffirms or	strategic plan produces recommendations
	effective instructional program.		revises the site's strategic plan.	for further development.
2.3 Apply Best	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Practice to	reviewing data.	reflecting the application of best	pertinent data reflecting application	reflecting the development of the school's
Student	Misidentifies purpose of data and	practice to student learning.	of best practice to student learning.	vision of learning. The School / District
Learning.	is not able to establish a true link	However, District Improvement Plan	The District Improvement Plan	Improvement Plan reaffirms the site's
	to the application of best practice	is simplistic and superficial.	reaffirms or revises the site's	strategic plan produces recommendations
	to student learning.		strategic plan.	for further development.
2.4 Design	Provides little to no evidence of	Provides evidence of reviewing data	Reviews and identifies some	Identifies and collects pertinent data
Comprehensive	reviewing data.	reflecting the intentional design of	pertinent data reflecting the	reflecting the development of the school's
Professional	Misidentifies purpose of data and	comprehensive professional growth	intentional design of comprehensive	vision of learning. The School / District
Growth Plans.	is not able to establish a true link	plans. However, District	professional growth plans. The	Improvement Plan reaffirms the site's
	to the intentional design of	Improvement Plan is simplistic and	District Improvement Plan reaffirms	strategic plan produces recommendations
	comprehensive professional	superficial.	or revises the site's strategic plan.	for further development.
	growth plans.			

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
3.1 Manage	Proposal is incomplete and fails	Proposal provides generalized	Proposal includes specific, annual,	Identifies and collects pertinent data
the	to provide either critiques or	critique and recommendations for	measurable critiques and	reflecting the development of the school's
Organization.	recommendations for	improvement for the management of	generalized recommendations for	vision of learning. The School / District
	improvement for the management	the organization. However, District	improvement for the management of	Improvement Plan reaffirms the site's
	of the organization.	Improvement Plan is simplistic and	the organization. The District	strategic plan produces recommendations
		superficial.	Improvement Plan reaffirms or	for further development.
			revises the site's strategic plan.	
3.2 Manage	Proposal is incomplete and fails	Proposal provides generalized	Proposal includes specific, annual,	Identifies and collects pertinent data
the Operations.	to provide either critique or	critique and recommendations for	measurable critiques and	reflecting the development of the school's
	recommendations for	improvement for operational	generalized recommendations for	vision of learning. The School / District
	improvement for operational	management. However, District	improvement for operational	Improvement Plan reaffirms the site's
	management.	Improvement Plan is simplistic and	management. The District	strategic plan produces recommendations
		superficial.	Improvement Plan reaffirms or	for further development.
			revises the site's strategic plan.	
3.3 Manage	Proposal is incomplete and fails	Proposal provides generalized	Proposal includes specific, annual,	Identifies and collects pertinent data
the Resources.	to provide either critique or	critique and recommendations for	measurable critiques and	reflecting the development of the school's
	recommendations for	improvement for the management of	generalized recommendations for	vision of learning. The School / District
	improvement for the management	resources. However, District	improvement for the management of	Improvement Plan reaffirms the site's
	of resources.	Improvement Plan is simplistic and	resources. The District	strategic plan produces recommendations
		superficial.	Improvement Plan reaffirms or	for further development.
			revises the site's strategic plan.	

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
4.1	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some	Identifies and collects pertinent data
Collaborate	collecting data.	reflecting the collaborative efforts	pertinent data reflecting the	reflecting the development of the school's
with Families	Misidentifies purpose of data and	with families and other community	collaborative efforts with families	vision of learning. The School / District
and Other	is not able to establish a true link	members. However, reflection	and other community members.	Improvement Plan reaffirms the site's
Community	to collaborative efforts with	statement is simplistic and	The reflection statement reaffirms	strategic plan produces recommendations
Members.	families and other community	superficial.	or revises the site's strategic plan.	for further development.
	members.			
4.2 Respond	Provides little to no evidence of	Provides evidence of collecting data	Identifies and collects some	Identifies and collects pertinent data
to Community	collecting data.	demonstrating responsiveness to	pertinent data demonstrating	reflecting the development of the school's
Interests and	Misidentifies purpose of data and	community interests and needs.	responsiveness to community	vision of learning. The School / District
Needs.	is not able to establish a true link	However, reflection statement is	interests and needs. The reflection	Improvement Plan reaffirms the site's
	demonstrating responsiveness to	simplistic and superficial.	statement reaffirms or revises the	strategic plan produces recommendations
	community interests and needs.		site's strategic plan.	for further development.
4.3 Mobilize	Plan is incomplete and fails to	Plan provides generalized critiques	Plan includes specific, annual,	Identifies and collects pertinent data
Community	provide either critiques or	and recommendations for	measurable critiques and	reflecting the development of the school's
Resources.	recommendations for	improvement for the mobilization of	generalized recommendations for	vision of learning. The School / District
	improvement for the mobilization	community resources. However,	improvement for the mobilization of	Improvement Plan reaffirms the site's
	of community resources.	reflection statement is simplistic and	community resources. The	strategic plan produces recommendations
		superficial.	reflection statement reaffirms or	for further development.
			revises the site's strategic plan.	

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
5.1	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Acts with	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Integrity	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
	recommendations for	the understanding of the importance of	improvement of the understanding	Improvement Plan reaffirms the site's
	improvement of the	acting with integrity.	of the importance of acting with	strategic plan produces recommendations
	understanding of the importance		integrity.	for further development.
	of acting with integrity.			
5.2	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Acts Fairly	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
	recommendations for	the understanding of the importance of	improvement of the understanding	Improvement Plan reaffirms the site's
	improvement of the	acting fairly.	of the importance of acting fairly	strategic plan produces recommendations
	understanding of the importance			for further development.
	of acting fairly.			
5.3	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Acts Ethically	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
	recommendations for	the understanding of the importance of	improvement of the understanding	Improvement Plan reaffirms the site's
	improvement of the	acting ethically.	of the importance of acting	strategic plan produces recommendations
	understanding of the importance		ethically.	for further development.
	of acting ethically.			

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
6.1	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
Understand the	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Larger	either critiques or	recommendations for improvement of	generalized recommendations for	vision of learning. The School / District
Educational	recommendations for	understanding the larger educational	improvement of understanding the	Improvement Plan reaffirms the site's
Context.	improvement of understanding	context.	larger educational context.	strategic plan produces recommendations
	the larger educational context.			for further development.
6.2 Respond	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
to the Larger	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Educational	either critiques or	recommendations for improvement in	generalized recommendations for	vision of learning. The School / District
Context.	recommendations for	responding to the larger educational	improvement in responding to the	Improvement Plan reaffirms the site's
	improvement in responding to	context.	larger educational context.	strategic plan produces recommendations
	the larger educational context.			for further development.
6.3 Influence	Reflective statement is	Reflective statement provides	Reflective statement includes	Identifies and collects pertinent data
the Larger	incomplete and fails to provide	generalized critiques and	specific, measurable critiques and	reflecting the development of the school's
Educational	either critiques or	recommendations for improvement	generalized recommendations for	vision of learning. The School / District
Context.	recommendations for	toward influencing the larger	improvement toward influencing the	Improvement Plan reaffirms the site's
	improvement toward influencing	educational context.	larger educational context.	strategic plan produces recommendations
	the larger educational context.			for further development.