Oral Roberts University   **BUILDING LEVEL INTERNSHIP OBSERVATION EVALUATION**   **College of Education**

Candidate_____School 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 Standards	Observation I	Observation 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		
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		
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		
25 Influence: Candidate reflects an understanding of how to influence the larger political, social, economic, legal, and cultural educational context	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 Signature Date
		Observation 2
		_____
		Evaluator's Signature Date

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

Required Activity 1

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

Required Activity 2

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

Required Activity 3

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

Required Activity 4

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

Required Activity 5

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

Required Activity 6

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

Oral Roberts University **DISTRICT LEVEL INTERNSHIP OBSERVATION EVALUATION** **School of Education**

Candidate_____School District _____

District 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.

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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		
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6. Articulate: Candidate can articulate the district vision of learning	1.2		
7. Implement: Candidate reflects an understanding of implementing a district vision of learning	1.3		
8. Steward: Candidate reflects an understanding of the role of a superintendent as a steward of the district vision of learning	1.4		
9. Promote: Candidate reflects an understanding of the importance of promoting community involvement in the district 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 district culture	2.1		
11. Instruction: Candidate reflects an understanding of how to provide effective instructional programs within the district	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 district organization e	3.1		
15. Operations: Candidate reflects an understanding of managing the district operations	3.2		
16. Resources: Candidate reflects an understanding of managing the district 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		
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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, 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		
25 Influence: Candidate reflects an understanding of how to influence the larger political, social, economic, legal, and cultural educational context	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 Signature Date
		Observation 2
		_____
		Evaluator's Signature Date

Definition of Terms:

5 – Exemplary: Candidate uses this skill consistently with a high degree of competence and confidence.
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2 – Unacceptable: Candidate has not yet developed or used this skill.
1 – Not Attempted: Candidate did not attempt to use this skill.
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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:

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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.

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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

Required Activity 1

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

Required Activity 2

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

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

Required Activity 4

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

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

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