

Components of Collaborative Leadership (from IER's Great Schools Framework)

In the school:	What it looks like in a beginning school	What it looks like in a progressing school	What it looks like in a sustaining school
Principal understands and implements shared educational leadership	<ul style="list-style-type: none"> Principal has a vision for the school and is beginning to seek staff input in the implementation of that vision Principal recognizes the importance of supporting teachers as they try new classroom strategies Principal recognizes the importance of positive school culture Principal is seeking time for teacher collaboration Principal is beginning to delegate leadership roles to others within the school community 	<ul style="list-style-type: none"> Principal has a vision for the school and includes staff in the implementation of the school's vision Principal values teacher efforts to implement new strategies in their classrooms Principal occasionally engages the staff in efforts to create a positive school culture Principal provides occasional opportunities for teacher collaboration Principal periodically delegates leadership roles to others within the school community 	<ul style="list-style-type: none"> Principal includes staff and parents in the planning and implementation of the school's vision Principal encourages teachers to take risks and implement new strategies in their classrooms Principal leads staff efforts to develop and maintain a positive school culture Principal provides time for weekly, ongoing teacher collaboration Principal regularly delegates leadership roles to others within the school community
Teachers understand and seek leadership roles they can assume in the school	<ul style="list-style-type: none"> Some teachers seek opportunities for ongoing professional development Teachers recognize the importance of reflection on their practice Teachers recognize the value of engaging in professional dialogue with their colleagues Teachers realize the importance of teacher leadership in the school Teachers are beginning to develop positive climate in their classrooms Teachers support the school's mission, vision, values and goals 	<ul style="list-style-type: none"> Many teachers seek opportunities for ongoing professional development Teachers are beginning to take time to reflect on their practice Teachers are beginning to make time to engage in professional dialogue with their colleagues Teachers are beginning to seek leadership roles they can assume in the school Teachers develop positive climate in their classrooms and are beginning to think about the school climate Teachers help achieve the school's mission, vision, values and goals in their classrooms 	<ul style="list-style-type: none"> Teachers regularly seek opportunities for professional development and share their learning with the school Teachers regularly engage in reflection of their own professional practice Teachers regularly engage in professional dialogue with a variety of their colleagues Teachers regularly seek opportunities to develop collaborative leadership within the school Teachers work together to develop a positive climate throughout the entire school community Teachers aid in the creation and achievement of the school's mission, vision, values and goals throughout the school
Grade level and department teams plan and work horizontally and vertically	<ul style="list-style-type: none"> Some grade level and/or department teams are beginning to meet on a regular basis Some teams plan instruction and assessment together Some teams are beginning to discuss student work Some teams are beginning to share best practices at team meetings Some teams meet occasionally with other grade level or department teams 	<ul style="list-style-type: none"> Most grade level and/or department teams meet on a consistent basis Most teams plan instruction and assessment together Most teams share and discuss student work together Many teams are sharing best practices at team meetings Many teams meet across grade levels and/or departments to discuss student learning 	<ul style="list-style-type: none"> All grade level and/or department teams in the school meet on a consistent basis with a focus on student learning Together, each team identifies learning goals and plans instruction and assessment around those goals Together, teams analyze student work and plan interventions All team members share best practices at their respective meetings Teams regularly meet across grade levels and/or departments to discuss student learning
There is shared responsibility for all students' success	<ul style="list-style-type: none"> Student success is seen as reflective of the individual teacher There are opportunities for teachers to come together to discuss student learning Teachers value colleagues' input when focusing on student learning goals 	<ul style="list-style-type: none"> Student success is seen as reflective of the school's teachers as a whole Teachers work together toward the same goal of improving student learning Teachers value and seek colleagues' input on achieving student learning goals 	<ul style="list-style-type: none"> Student success is seen as reflective of teachers, students, administration and parents Teachers, parents, students and administrators work together toward the same goal of improving student learning Teachers see themselves as members of a collaborative team, coming together to focus on student learning goals
The faculty develops and implements a school-wide continuous improvement plan	<ul style="list-style-type: none"> Administration is beginning to develop a continuous improvement plan School members have identified a long-term goal The staff is beginning to identify professional development needs based on their long-term goal Administration is beginning to take action to implement components of the continuous improvement plan 	<ul style="list-style-type: none"> Administration and some faculty are included in the development of a continuous improvement plan School members have identified and are planning for short- and long-term goals The staff identifies instructional goals and professional development needs based on those goals Some staff works with the administration to implement various components of the continuous improvement plan 	<ul style="list-style-type: none"> Administration, faculty, staff and parents are all included in the development of a continuous improvement plan The school functions as a professional learning community by identifying, planning and evaluating short- and long-term goals The staff identifies instructional goals, professional development needs and community outreach strategies Action committees representative of the staff are formed to implement the various components of the improvement plan

Components of Effective Teaching and Learning (from IER's Great Schools Framework)

The teacher understands and implements:	What it looks like in a beginning classroom	What it looks like in a progressing classroom	What it looks like in a sustaining classroom
Research-based strategies to develop literacy across content areas	<ul style="list-style-type: none"> • The teacher is beginning to implement several components of the CLF in the literacy curriculum • The teacher is seeking new information on teaching • The teacher attends school-wide professional development • The teacher is beginning to collect data on his/her students 	<ul style="list-style-type: none"> • The teacher implements many components of the CLF in the literacy curriculum • The teacher is involved in study group(s) • The teacher actively participates in school-wide professional development • The teacher collects data on his/her students to monitor progress 	<ul style="list-style-type: none"> • The teacher implements components of the CLF throughout the day and across the curriculum • The teacher helps to plan or facilitate study group(s) • The teacher helps to plan or facilitate school-wide professional development • The teacher conducts action research within his/her classroom
Developmentally appropriate practices	<ul style="list-style-type: none"> • The teacher occasionally provides time for children to be active, make choices and explore the environment • The teacher observes children at work when time permits or situations necessitate • The learning environment is arranged adequately for instruction • The teacher is aware of developmental milestones appropriate to his/her students 	<ul style="list-style-type: none"> • The teacher provides time weekly for children to be active, make choices and explore the environment • The teacher spends part of each week observing children at work • The learning environment is arranged to provide some opportunities for children to experiment • The teacher is beginning to measure and evaluate children's work against developmental milestones 	<ul style="list-style-type: none"> • The teacher provides time daily for children to be active, make choices and explore the environment • The teacher spends part of each day observing children at work • The learning environment is arranged to provide opportunities for children to experiment and solve problems • The teacher measures and evaluates children's work against developmental milestones
Culturally-responsive teaching	<ul style="list-style-type: none"> • The teacher is identifying what high expectations look like for each student • The teacher is beginning to try out new instructional practices • The teacher solicits information on students' personal and cultural strengths • The teacher is planning activities to involve families • The teacher is building a classroom environment that will represent his/her students 	<ul style="list-style-type: none"> • The teacher holds high expectations for all students in the class • The teacher uses several instructional and assessment practices • The teacher acknowledges students' personal and cultural strengths • There are activities in place to provide continuity between children's home and school experiences • The culture of the classroom is inclusive of most students 	<ul style="list-style-type: none"> • The teacher provides rigorous instruction and holds high expectations for all students in the class • The teacher uses a variety of instructional and assessment practices • The teacher acknowledges and builds on students' personal and cultural strengths • There is a regular forum for providing continuity between children's home lives and school experiences • The culture of the classroom is inclusive of all students
Constructivist approach to meaningful curriculum and engaging instruction	<ul style="list-style-type: none"> • The teacher solicits information from students on topics that interest them • There are occasional opportunities for students to work together • The curriculum occasionally includes manipulative materials • The curriculum is usually presented to students as represented in texts 	<ul style="list-style-type: none"> • The curriculum occasionally includes topics that interest and are meaningful to students • There are opportunities for students to work together throughout the week • The curriculum includes primary sources of data and manipulative materials • The curriculum is often presented whole to part with emphasis on big concepts 	<ul style="list-style-type: none"> • Students frequently explore topics that interest and are meaningful to them • There are frequent opportunities for students to work together throughout the school day • The curriculum relies heavily on primary sources of data and manipulative materials • The curriculum is generally presented whole to part with emphasis on big concepts
Active learning and mutual inquiry	<ul style="list-style-type: none"> • The teacher is beginning to include time for student point of view and questions • The teacher is beginning to include time for dialogue in the classroom every week. • The teacher is introducing students how to use the learning environment 	<ul style="list-style-type: none"> • The teacher periodically seeks students' points of view and responds to questions • The teacher occasionally provides time for students to engage in conversation with peers and with adults • Students often interact with the learning environment to construct knowledge 	<ul style="list-style-type: none"> • The teacher frequently seeks students' points of view and encourages their questions • The students are engaged in conversation with peers and with adults throughout the school day • Students continually interact with the learning environment to construct knowledge
Assessments for learning	<ul style="list-style-type: none"> • The teacher reviews data analysis provided by the district or school administrator • The teacher is beginning to use an occasional formative assessment in addition to summative tools • Performance assessments are summative in nature and cover the curriculum • Students occasionally evaluate their own work 	<ul style="list-style-type: none"> • The teacher analyzes data from formal assessments • The teacher uses checklists and/or anecdotal records to monitor the progress of some students • Performance assessments are both formative and summative in nature and cover the curriculum • Students periodically evaluate their own work to monitor progress 	<ul style="list-style-type: none"> • The teacher analyzes data from formal assessments and uses results to inform instruction • The teacher uses checklists and/or anecdotal records for each student to evaluate learning • Performance assessments are based on learning goals • Students are involved in the assessment process through portfolios or other representations of their work

Components of Positive School Culture (from IER's Great Schools Framework)

Components	What it looks like in a beginning school	What it looks like in a progressing school	What it looks like in a sustaining school
Relationships among students, staff and parents promote appreciation and respect for the unique individual	<ul style="list-style-type: none"> The staff acknowledges the strengths and expertise of some members 	<ul style="list-style-type: none"> Staff are beginning to utilize each other as resources for knowledge and experience 	<ul style="list-style-type: none"> Members of the school regularly draw on the strengths and expertise of individuals in the school community
	<ul style="list-style-type: none"> Individuals are beginning to seek opportunities for professional development 	<ul style="list-style-type: none"> Individuals are supported in their efforts of continuous professional development and academic achievement 	<ul style="list-style-type: none"> Individuals share the knowledge and experience gained through professional development and academic achievement with the school community
	<ul style="list-style-type: none"> Staff members meet together occasionally 	<ul style="list-style-type: none"> School events are planned in order for the staff and community to come together on a regular basis 	<ul style="list-style-type: none"> Both structured and informal events are in place to bring the school together and deepen social and personal ties
	<ul style="list-style-type: none"> Teachers generally interact respectfully with each other 	<ul style="list-style-type: none"> Most staff interact respectfully with each other and with other members of the school community 	<ul style="list-style-type: none"> All members of the school community – students, teachers, staff, administrators, parents – exhibit mutual respect
	<ul style="list-style-type: none"> A purpose and set of values are being identified for the school 	<ul style="list-style-type: none"> The school's purpose and values are consistent and are shared across school members 	<ul style="list-style-type: none"> Together, members of the school share ideas, decide upon common values and set goals for the school
	<ul style="list-style-type: none"> Individuals are beginning to acknowledge issues that impact the school's environment 	<ul style="list-style-type: none"> There is a forum for individuals to openly discuss issues and offer their opinions 	<ul style="list-style-type: none"> The staff confronts and resolves matters in a constructive manner
Parents are actively engaged in the learning process	<ul style="list-style-type: none"> Meetings focusing on academic achievement are provided for parents 	<ul style="list-style-type: none"> Many parents attend and participate in academic events at the school 	<ul style="list-style-type: none"> Most parents participate in academic events and are able to articulate the education they want for their children
	<ul style="list-style-type: none"> Parents are aware of the school's mission statement 	<ul style="list-style-type: none"> Parents understand and support the school's mission 	<ul style="list-style-type: none"> Parents are involved in creating the school's mission and participate in making it real within the community
	<ul style="list-style-type: none"> Parents are made aware of the value of their involvement in their children's education 	<ul style="list-style-type: none"> Parents and teachers define the areas in which they can influence positive academic achievement for children 	<ul style="list-style-type: none"> Parents and teachers work together as teams to maximize student achievement
	<ul style="list-style-type: none"> There are activities in place at the school to involve parents 	<ul style="list-style-type: none"> There are parents at the school who assume leadership roles and who are actively involved in school activities 	<ul style="list-style-type: none"> Parent leaders reach out to other parents, expanding the scope of involvement and empowering parents to believe they can influence their children's education
There are clear expectations for appropriate behavior	<ul style="list-style-type: none"> School members are beginning to develop school-wide expectations for appropriate behavior 	<ul style="list-style-type: none"> Clear expectations for appropriate behavior are consistent throughout the school and are modeled for students 	<ul style="list-style-type: none"> Students, parents and faculty all understand and support the appropriate behavior expected at school
	<ul style="list-style-type: none"> School members are beginning to develop school-wide consequences for unacceptable behavior 	<ul style="list-style-type: none"> Logical consequences for unacceptable behavior are consistent throughout the school 	<ul style="list-style-type: none"> Consequences for unacceptable behaviors are understood and consistently reinforced by students, faculty and parents
	<ul style="list-style-type: none"> The staff seeks to spend less time focusing on discipline 	<ul style="list-style-type: none"> There is a forum in place to address discipline issues so that collaboration time can focus on learning 	<ul style="list-style-type: none"> The school environment is orderly and is focused on learning, not discipline
Rituals and celebrations are used to support learning	<ul style="list-style-type: none"> Several teachers are beginning to hold celebrations of learning in their classrooms 	<ul style="list-style-type: none"> Many teachers are holding celebrations of learning that include various members of the school community 	<ul style="list-style-type: none"> Frequent rituals and celebration throughout the school showcase the accomplishments of students and staff
	<ul style="list-style-type: none"> The principal acknowledges the contributions of staff members 	<ul style="list-style-type: none"> Teachers and administrators acknowledge the contributions of staff and students 	<ul style="list-style-type: none"> Everyone is responsible for identifying groups of individuals who deserve recognition
	<ul style="list-style-type: none"> Teachers recognize student achievement through "student of the week"-type activities 	<ul style="list-style-type: none"> The school recognizes student accomplishments in regular assemblies 	<ul style="list-style-type: none"> There are opportunities for many individuals to receive recognition for a variety of accomplishments
Teachers and students demonstrate enthusiasm for learning	<ul style="list-style-type: none"> Teachers are seeking information on instructional strategies and topics that will stimulate students 	<ul style="list-style-type: none"> Teachers are beginning to incorporate new strategies and material into their teaching that stimulate student interest 	<ul style="list-style-type: none"> Student interest is consistently aroused through stimulating instruction
	<ul style="list-style-type: none"> Teachers are beginning to solicit information on student experiences 	<ul style="list-style-type: none"> Teachers periodically build upon student experiences when planning their teaching 	<ul style="list-style-type: none"> Learning is made relevant to students by frequently connecting content to student experiences
	<ul style="list-style-type: none"> Teachers occasionally share positive experiences as learners with their colleagues and students 	<ul style="list-style-type: none"> Teachers regularly share, and invite students to share, positive learning experiences 	<ul style="list-style-type: none"> All members of the school community model enthusiasm for learning by sharing positive experiences as learners
	<ul style="list-style-type: none"> Many students seek to achieve in school 	<ul style="list-style-type: none"> Most students and staff are focused on achievement and are engaged in the learning process 	<ul style="list-style-type: none"> Individuals are engaged in learning for their own sake and for personal satisfaction