

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.1: There is evidence that the curriculum is aligned with academic expectations, core content and <i>PASS</i> curriculum standards.			
1.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The implemented curriculum is based on resources (e.g., textbooks) other than <i>PASS</i> curriculum standards.	The implemented curriculum is sometimes aligned with <i>PASS</i> curriculum standards.	The implemented curriculum is directly based on and fully aligned with academic expectations, core content and the <i>PASS</i> curriculum standards and defines what students should know and be able to do in all content areas.	The school or district initiates active collaboration among school/district staff to ensure alignment with academic expectations, core content, and the <i>PASS</i> curriculum standards.
The implemented curriculum accomplishes only content coverage, rather than mastery of learning.	The implemented curriculum allows, but does not always intentionally promote, mastery of learning.	The content and sequence of the implemented and aligned curriculum promotes mastery of learning.	The school or district initiates collaboration among staff to prioritize and sequence the curriculum to promote mastery of learning.
The implemented curriculum is not age and developmentally appropriate or culturally responsive.	The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive.	The implemented curriculum is aligned, age and developmentally appropriate and culturally responsive.	The implemented curriculum is age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population.
The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.	There are some connections within or between content areas of the implemented curriculum.	The implemented curriculum frequently demonstrates the connections within and between different content areas.	The implemented curriculum is systemic, demonstrating strong connections within and among various content areas.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.2: The district facilitates and communicates discussions among schools regarding knowledge of <i>PASS</i> curriculum standards.			
1.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The district does not formally initiate discussion on horizontal alignment of curriculum.	The district occasionally initiates discussion by grade level across content areas to address <i>PASS</i> curriculum standards.	The district initiates and facilitates sustained discussion by grade level across content areas (horizontal alignment) in a systematic process to ensure <i>PASS</i> curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation.	The district provides multiple forms of support (e.g., extended employment, expert consultants, scientifically based research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure <i>PASS</i> curriculum standards are articulated throughout the district.
The district does not formally initiate discussion on vertical alignment of curriculum.	The district occasionally initiates discussion throughout grade levels within content areas to address <i>PASS</i> curriculum standards.	The district initiates and facilitates sustained discussion throughout all grade levels within each content area (vertical alignment) in a systematic process to ensure <i>PASS</i> curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation.	The district provides multiple forms of support (e.g., extended employment, expert consultants, scientifically based research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure <i>PASS</i> curriculum standards are articulated throughout the district.
The school does not have internal discussion that ensures vertical and horizontal alignment of curriculum.	The school occasionally initiates internal discussion to ensure vertical and horizontal alignment of curriculum.	The school initiates and continues internal discussion among all teachers to ensure vertical and horizontal alignment of curriculum.	The school meets regularly with common grade level schools within the district to ensure vertical and horizontal alignment of curriculum.
The school does not discuss vertical and horizontal alignment of curriculum with the feeder/receiver schools.	The school occasionally initiates discussion with the feeder/receiver schools to ensure vertical and horizontal alignment of curriculum.	The school initiates and continues discussion with feeder/receiver schools to ensure vertical and horizontal alignment of curriculum.	Designated school personnel facilitate formal curricular discussion on vertical and horizontal alignment of curriculum.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.3: The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close curricular gaps.			
1.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The district makes no attempt to reduce unintentional curricular overlaps.	The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps.	The district (in collaboration with schools) develops, communicates and implements a systematic process, based on <i>PASS</i> curriculum standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.	The district has a written systematic process which is designed to eliminate unnecessary overlaps in curriculum. The district provides support and follow-up to ensure implementation.

Element 1, Indicator 1.4: There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).			
1.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The district does not facilitate discussion within or between schools to identify key curriculum transition points.	The district occasionally facilitates discussion within and between schools to address key curriculum transition points.	The district systematically facilitates discussion within (e.g., from primary to 4/5, from Grade 9 to Grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points. The process is communicated and implemented.	The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.5: The school curriculum provides specific links to post secondary education, life and career options.			
1.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The curriculum does not provide connections to post secondary education and/or career options.	The curriculum provides some connections that present post secondary education and career options.	The curriculum provides intentional connections (e.g., dual credit courses, post secondary partnerships, early college courses) to familiarize all students with a variety of post secondary education and career options.	The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, internships, career planning fair, college fair, and career majors) that present a variety of post secondary education and career options.
The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.	The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens.	The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.	The curriculum integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens.
The school does not have individual graduation plans for students (Grades 8-12).	Not every student (Grades 8-12) has an implemented individual graduation plan or student and/or parental input are not always sought for revisions to the plans.	Each student (Grades 8-12) has an implemented individual graduation plan collaboratively developed by the student, parents, and advisor.	The curriculum ensures that all students exit the eighth grade with an individual graduation plan and a career portfolio for use in making a successful transition from high school to adult life and these plans are reviewed and revised annually by assigned school staff.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.6: The school curriculum provides specific links to post secondary education, life and career options.			
1.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not have a process for monitoring, evaluating, and revising the curriculum.	The school has established a process for monitoring, evaluating, and revising the curriculum, but it not always fully implemented.	The school has established a process for monitoring, evaluating, and revising curriculum, and it is fully implemented.	The school has established a process for monitoring, evaluating, and revising the curriculum and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, revision; vertical and horizontal alignment; key transition points).
The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum.	The district has a process for monitoring, evaluating, and revising the curriculum, but the process is not always fully implemented.	The district fully implements a process for monitoring, evaluating, and revising the curriculum.	The district fully implements the process for monitoring, evaluating, and revising the curriculum and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing, and making recommendations for any needed revisions to the curriculum.
The school does not have a curriculum committee, or the existing committee never meets.	The school has a curriculum committee that monitors, evaluates, and revises the curriculum, but uses a single or irrelevant indicator(s) of student performance or does not meet regularly.	The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., <i>PASS</i> curriculum standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor, and make recommendations for any needed revisions to the curriculum.	Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation, and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curriculum.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.7: The curriculum provides access to a common academic core, as identified by <i>PASS</i> , for all students.			
1.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The curriculum is not challenging or does not provide a common academic core, as identified by <i>PASS</i> .	A challenging curriculum that addresses a common academic core is offered to only some students.	A challenging curriculum that addresses a common academic core is available to all students.	A challenging curriculum that addresses a common core is available to all students and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, and foreign exchange) in all content areas.
The curriculum does not elicit higher order thinking and problem-solving skills from students.	The curriculum occasionally elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels.	The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels.	The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills.
The curriculum does not accommodate the learning needs of students.	The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance.	The curriculum accommodates the learning needs of all students while maintaining expectations for high academic performance.	The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance.
Course offerings do not provide opportunity for all students to access a curriculum that is aligned to academic expectations, core content and <i>PASS</i> curriculum standards.	Course offerings provide limited opportunities for students to access a curriculum that is aligned to academic expectations, core content and <i>PASS</i> curriculum standards.	Course offerings provide opportunities for all students to access academic expectations, core content and <i>PASS</i> curriculum standards.	The school extends learning opportunities beyond the physical boundaries of the school for all students to access academic expectations, core content, and <i>PASS</i> curriculum standards in ways that are compatible with the varied interests of the school's diverse student population.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.1: Multiple classroom assessments of student learning are frequent, rigorous and aligned with academic expectations, core content and <i>PASS</i> curriculum standards.			
2.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Student learning is not frequently assessed.	Student learning is frequently assessed, but only a single assessment tool is used.	Student learning is frequently assessed by multiple forms of classroom assessment such as diagnostic testing, progress monitoring, benchmark assessments and rubric-evaluated assignments.	Student learning is frequently assessed by multiple forms of classroom assessment and students share in the responsibility of using the assessment information for learning.
Assessments of student learning are not aligned with academic expectations, core content and <i>PASS</i> curriculum standards.	Some assessments of student learning are aligned with academic expectations, core content, and <i>PASS</i> curriculum standards.	Assessments of student learning are aligned with academic expectations, core content, and <i>PASS</i> curriculum standards.	All assessments of student learning are aligned with academic expectations, core content, and <i>PASS</i> curriculum standards and students track data to monitor progress.
Assessments of student learning are not rigorous or authentic (activities that are relevant including research, problem solving, presentations, projects and portfolios).	Some assessments of student learning are rigorous and/or authentic.	Assessments of student learning are rigorous and authentic.	All assessments of student learning are rigorous and authentic and students use self-evaluation tools to monitor progress.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.2: Teachers collaborate on the design of authentic assessment tasks aligned with academic expectations, core content, and <i>PASS</i> curriculum standards.			
2.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not collaborate to design authentic assessment tasks aligned to <i>PASS</i> .	Teachers sometimes collaborate to design authentic assessment tasks aligned to <i>PASS</i> .	Teachers frequently collaborate to design authentic assessment tasks aligned to <i>PASS</i> .	Teachers work together during regularly scheduled and protected collaboration time to design authentic assessment tasks aligned to <i>PASS</i> .
The collaborative design of authentic assessments is neither ongoing nor reviewed with school leadership.	The collaborative design of authentic assessments is reviewed with school leadership, but feedback is not provided to teachers.	The collaborative design of authentic assessments is ongoing and regularly reviewed with school leadership; appropriate feedback is provided to teachers.	The collaborative design of assessments is ongoing and school and district leaders model and participate in the design of authentic assessments aligned to <i>PASS</i> .

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.3: Students can articulate the academic expectations in each class and know what is required to be proficient.			
2.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Students cannot articulate what they should know and be able to do to be proficient.	Students can articulate some of what they should know and be able to do to be proficient in each content area.	Students can articulate what they should know and be able to do to be proficient in each content area.	Students can articulate what they should know and be able to do to be proficient in all content areas and are provided regular opportunities to explain what proficiency means for any assignment, such as explaining proficiency levels on rubrics.
Students do not collect data or monitor individual progress.	Students review their work but do not formally collect data or monitor individual progress.	Students collect data and monitor individual progress through the use of data notebooks, learning logs, charts, graphs, and/or journals.	Students collect data and use it to identify areas for improvement, to modify their own performances and to set academic goals
Content area rubrics are not used to demonstrate student mastery of <i>PASS</i> .	Teachers sometimes use rubrics to demonstrate mastery of <i>PASS</i> , but these rubrics may not have been created collaboratively.	Teachers collaborate to create rubrics to demonstrate mastery of <i>PASS</i> and these rubrics are used by most teachers.	Rubrics to demonstrate mastery of <i>PASS</i> are created with teacher and student collaboration and are used by all teachers.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.4: Test scores are used to identify instructional and curriculum gaps.			
2.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School staff members do not analyze test scores to identify gaps in instruction and curriculum.	School staff members sometimes analyze test scores to identify gaps in instruction and curriculum, but this information is not reviewed regularly or is not shared with the entire staff.	Most school staff members analyze test scores to identify gaps in instruction and curriculum and this information is reported or discussed in staff or collaborative meetings.	School staff members analyze test scores to identify gaps in instruction and curriculum and this information is reported or discussed in regularly scheduled and protected staff or collaborative meetings. (Test data are posted on "Data Walls" or in "Data Notebooks" and are referred to often and updated regularly).
School staff members do not use the results of the data analysis to modify instruction to close gaps.	School staff members sometimes use the results of the data analysis to modify instruction to close gaps.	Most school staff members use the results of the data analysis to modify instruction to close gaps.	School staff members use the results of the data analysis to modify instruction to close gaps. Strategies are shared and/or modeled in collaborative meetings.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.5: Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.			
2.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There are limited ways for students to demonstrate learning.	There are some varied opportunities for students to demonstrate learning.	There are multiple opportunities for students to demonstrate learning.	Students demonstrate learning in multiple ways and use self-assessment tools (rubrics, portfolios) to gauge progress.
Students receive limited feedback on their performances, projects or assignments.	Students receive feedback on their performances, projects or assignments, but the feedback is not immediate, regular and/or used to improve future work.	Students receive immediate, meaningful, and regular feedback on their performances, projects or assignments and it is used to improve future work.	Students receive immediate, meaningful, and regular feedback on their performances, projects or assignments and it is used to improve future work.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.6: <i>PASS</i> standards are clearly communicated, evident in classrooms and observable in student work.			
2.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
<i>PASS</i> standards are not posted in classrooms or communicated to students.	<i>PASS</i> standards are posted daily and communicated to students, but may not be understandable, meaningful or tied to the lesson.	<i>PASS</i> standards are posted daily, communicated to students, and are understandable, meaningful and tied to the lesson.	<i>PASS</i> standards are posted daily and communicated to students in all classrooms. Students can articulate the <i>PASS</i> standards and understand how they relate to learning.
Examples of student work are not displayed in the classroom.	Examples of student work are displayed in the classroom, but no distinction is made between levels of mastery.	Examples of student work are displayed in the classroom and are used to clarify the task and show distinctions between the levels of performance.	Examples of student work are displayed in the classroom and are used to clarify the task and show the distinctions between levels of performance. Students understand the differences and use the examples to improve future assignments.
<i>PASS</i> standards are not communicated to parents.	<i>PASS</i> standards are sometimes communicated to parents.	<i>PASS</i> standards are communicated to parents in multiple ways.	<i>PASS</i> standards are communicated to parents in multiple ways and parents are offered training in <i>PASS</i> .

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.7: School/district leadership coordinates and monitors state assessments administered at the site and district levels to meet Oklahoma testing requirements and accommodations.			
2.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School/district leadership distributes copies of administration and ethics procedures of the state assessment program to the staff.	School district leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program.	School/district leadership provides training on the administration of and ethical procedures for the state assessment program (e.g., testing practices, testing schedule, and inclusion of special populations) for all persons involved in the process.	School/district leadership has a process for ongoing monitoring and assistance for the ethical administration of the state's assessment and accountability system.
School/district leadership provides no information about the purposes of or general schedule for assessment to staff members and/or students.	School/district leadership provides general information, but few details, about the purposes of assessment or the testing schedule to staff members and students.	School/district leadership develops a testing schedule and communicates that schedule and comprehensive information about the purposes of assessment to staff members and students.	School/district leadership develops a testing schedule and communicates that schedule and comprehensive information explaining the purposes of assessment to staff members, students, and parents/family members.
Assessment accommodations for individual students are not provided.	Assessment accommodations for individual students follow state regulations, but are not clearly communicated with staff members, students, and/or parents/family members.	Assessment accommodations for individual students follow state regulations and are clearly communicated with staff members, students, and/or parents/family members.	School/district leadership supports teachers in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 2, Indicator 2.8: Samples of student work are analyzed to focus instruction, revise curriculum and pedagogy, and obtain information on student progress.			
2.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers have not received training in analyzing student work.	Some teachers have received training in analyzing student work.	Teachers have received training in analyzing student work and utilize the results to modify instruction.	Teachers have received training in analyzing student work and utilize the results to modify instruction, and ongoing training is provided throughout the year to support teachers.
Student work is not analyzed.	Student work is analyzed, but results of the analysis are not used to revise instruction and curriculum.	Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are used to revise instruction and curriculum at the classroom level.	Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are applied to target curriculum and instruction at the school/district level.
Teachers have not received training in analyzing student portfolios.	Some teachers have received training in analyzing student portfolios.	Teachers have received training in analyzing portfolios and utilize the results to modify instruction.	Teachers have received training in analyzing portfolios and utilize the results to modify instruction, and ongoing training is provided throughout the year to support teachers.
Student portfolios are not used to measure student growth over time.	Student portfolios are used by some teachers but are not sustained over time.	Student portfolios are used by most teachers and reviewed on an ongoing basis.	Student portfolios are used by teachers, sustained over time, regularly reviewed, evaluated by teachers, and results are shared with students.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.1: There is evidence that effective and varied instructional strategies are used in all classrooms.			
3.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few teachers use varied instructional strategies.	Some teachers use varied instructional strategies.	Varied instructional strategies are used in all classrooms.	Varied instructional strategies are used in all classrooms and are shared and/or modeled by staff in collaborative meetings
Classroom instruction does not accommodate various learning styles and multiple intelligences.	Classroom instruction by some teachers accommodates various learning styles and multiple intelligences.	Classroom instruction routinely accommodates various learning styles and multiple intelligences.	Classroom instruction routinely accommodates various learning styles and multiple intelligences and is evaluated for effectiveness and modified as necessary.
Classroom activities do not promote the use of higher-order thinking and problem-solving skills.	Classroom activities promote the use of higher-order thinking or problem-solving skills, but activities are not provided daily and/or not provided by all teachers.	Classroom activities that promote the use of higher-order thinking and problem-solving skills are provided daily by all teachers.	Classroom activities that promote the use of higher-order thinking and problem-solving skills are provided daily by all teachers. Lessons and activities are designed around "guiding questions"
Teachers have received little or no professional development focused on scientifically based research.	Teachers have received professional development focused on scientifically based research, but the training is not ongoing or has not been provided to the entire staff.	All teachers have received professional development focused on scientifically based research and are supported by ongoing, job-embedded training throughout the school year.	Teachers have received professional development focused on scientifically based research and are supported by ongoing, job-embedded training throughout the school year. Use of strategies is monitored by leadership and evaluated for effectiveness regularly.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.2: Instructional strategies and learning activities are aligned with <i>PASS</i> learning goals and assessment expectations for student learning.			
3.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Lesson plans and units of study are not aligned with <i>PASS</i> .	Lesson plans and units of study are aligned with <i>PASS</i> , but the process is in the beginning stages and/or not all staff is aligning lessons.	All staff aligns lesson plans and units of study with <i>PASS</i> and receives ongoing training and support to align curriculum...	All staff aligns lesson plans with <i>PASS</i> , receive ongoing training and support to align curriculum, and work horizontally and vertically to align curriculum across content and grade levels.
Learning activities do not require students to complete assessment tasks similar to those on the state assessment.	Some learning activities require students to complete assessment tasks similar to those on the state assessment.	Learning activities routinely require students to complete assessment tasks similar to those on the state assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).	In addition to requiring assessment tasks that mirror those found on CRT and EOI, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., SAT, ACT, PSAT).

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.3: Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.			
3.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There is no evidence that school leadership monitors classroom instruction.	School leadership monitors classroom instruction, but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population.	School leadership monitors classroom instruction on a regular basis and provides timely feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population.	School leadership schedules regular classroom monitoring visits and follow-up meetings with teachers to assist them in their efforts to modify instruction to meet the needs of a diverse student population.
Instructional strategies and activities are not responsive to the learning needs or learning styles of students.	Instructional strategies and activities are modified in response to the learning needs and styles of students, but not all teachers modify instruction and/or strategies are not implemented effectively.	Instructional strategies and activities are modified and implemented effectively by all teachers in response to the learning needs and styles of students.	Instructional strategies and activities are modified and implemented effectively by all teachers in response to the learning needs and styles. Data is collected and analyzed to inform future modifications.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.4: Teachers demonstrate the content knowledge necessary to challenge and motivate students to higher levels of learning.			
3.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Staff includes many teachers who are not highly qualified and/or inexperienced (0-3 years).	Staff includes few teachers who are not highly qualified and/or inexperienced.	All teachers are highly qualified and few teachers are inexperienced.	All teachers are highly qualified and a number of teachers have also received National Board Certification and/or advanced degrees. Inexperienced teachers are involved in effective mentoring programs and are receiving ongoing professional development.
Teachers do not participate in professional development that updates their content knowledge and professional practices.	Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices.	Teachers participate in the required hours of professional development and seek additional training to updates their content knowledge.	Teachers and administrators collaborate in a schoolwide professional development program, including coaching and mentoring, that updates their content knowledge.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.5: Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.			
3.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not use technology for instructional purposes.	Teachers use technology as a part of instruction, but use is infrequent and/or the technology is not integrated into instruction.	Teachers effectively and frequently use technology as an integral part of classroom instruction.	Teachers effectively use technology as an integral part of instruction and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences, and situations.
Teachers do not receive training on how to integrate technology into instruction.	Teachers receive training on how to effectively integrate technology into instruction, but not all teachers have received training and/or there is no ongoing training and support.	All teachers receive ongoing training and support on how to effectively integrate technology into instruction.	All teachers receive ongoing training and support on how to effectively integrate technology into instruction. Technology specialists and a model classroom have been created and are utilized for further professional development.
Technology is not readily available or accessible to students.	Technology is available to students, but the accessibility is either limited or inequitable.	Technology is readily available and equitably accessible to all students.	The school makes its technological resources available to students and the community during hours beyond the regular school day.
School leadership does not monitor the use of technology..	School leadership informally monitors the use of technology, but there is not an established monitoring procedure and/or feedback provided.	School leadership formally monitors the use of technology and feedback is provided.	School leadership monitors the use of technology in multiple ways (i.e., lesson plans, walk-throughs, PLC meetings) and regular feedback is provided to support modification of instruction.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.6: Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum.			
3.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The textbook is the primary instructional resource used in most classrooms.	A variety of resources are available to supplement instruction and learning in the classroom but use is infrequent and/or limited.	A variety of resources are used frequently to supplement instruction and learning in the classroom.	Instruction is supplemented by a variety of resources both inside and outside the classroom setting (i.e., public libraries, local historic sites).
Instructional resources are not available to support the school's implemented curriculum.	Instructional resources are sufficient in some content areas to support the school's implemented curriculum.	Instructional resources are sufficient in all content areas to support the school's implemented curriculum.	Extensive resources are available in all content areas to support the school's implemented curriculum.
Instructional resources do not appropriately reflect diversity.	Some of the instructional resources appropriately reflect diversity.	Instructional resources are responsive to the diversity of students and are selected and purchased after an assessment of student need.	The school's collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students, and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning.
The media center is not welcoming and is utilized by few students and teachers. The media center does not provide current and appropriate instructional resources to support the school's implemented curriculum.	The media center is welcoming and accessible but is utilized only by some students and teachers. The media center provides current and appropriate instructional resources to support some areas of the school's implemented curriculum.	The media center is welcoming and accessible and is utilized by most students and teachers. The media center provides current and appropriate instructional resources to support the school's implemented curriculum and the diverse needs of students.	The media center is welcoming and accessible (before, during, and after school) to all students, teachers and parents. The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's implemented curriculum and support the needs of the entire school community.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.7: Teachers examine and discuss student work collaboratively and use this information to inform their practice.			
3.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers have not received training in protocols for analyzing student work.	Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.	Most teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.	All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels.
Individual teachers do not analyze the work of their students.	Individual teachers analyze the work of their students, but results of the analysis are not always used to inform instructional practice, and/or school leadership does not provide assistance to teachers in the process.	Individual teachers regularly analyze the work of their own students, using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities.	Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision making to improve their instructional practice.
Teachers do not analyze student responses from released test items.	Teachers collaboratively analyze student responses from released test items, but results of the analysis are not always used to inform instructional practices.	Teachers collaboratively analyze student responses from released test items to inform instructional practice and to improve student performance.	Teachers collaboratively analyze student responses from released test items to inform instructional practice and to improve student performance and develop common assessments aligned with test items.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.8: There is evidence that homework is frequent, monitored, and tied to instructional practice.			
3.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not have written homework guidelines.	The school has adopted homework guidelines but the guidelines are not fully implemented by all staff.	The school fully implements the established homework guidelines.	Students and teachers provide formal feedback to the school leadership on the efficacy of the homework guidelines and procedures as a systematic process to enhance student learning.
Homework does not extend student learning and/or provide authentic (problem-solving, projects) learning opportunities.	Homework in some classrooms extends student learning and/or provides authentic learning opportunities.	Homework in most classrooms extends student learning and/or provides authentic learning opportunities.	Teachers collaborate to design homework as part of their curriculum mapping process and unit design and link homework to the content and skills of the school's curriculum, which is based on <i>PASS</i> and clearly defined performance standards.
Instructional follow-up and timely feedback is not provided for homework .	Instructional follow-up or timely teacher feedback is provided, but not by all teachers and/or not for all homework assignments.	Instructional follow-up and specific, timely teacher feedback, focusing on content and performance standards, are provided to individual students for all homework assignments.	Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards, are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision making to improve their instructional practice.
Few students can articulate the relationship between class work and homework.	Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear.	Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning.	Students and teachers discuss the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.1: There is leadership support for a safe, orderly, and equitable learning environment (e.g., school surveys).			
4.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The physical structure of the school does not provide a safe, healthy, orderly and equitable learning environment.	The physical structure of the school generally provides students and staff with a safe, healthy, orderly and equitable learning environment, but areas of the physical structure need improvements.	The physical structure and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment.	There is a long-term, proactive plan to update the physical structure and condition of the school to continuously ensure a safe, orderly and equitable learning environment.
The staff has not been provided professional development on classroom management techniques and methods for handling discipline problems effectively.	Professional development on classroom management techniques and methods for handling discipline problems effectively has been provided, but the professional development is not ongoing and/or it has not been extended to all staff members.	Professional development on classroom management techniques and methods for handling discipline problems effectively has been provided to all staff members and staff members receive ongoing support.	Ongoing professional development on classroom management techniques and methods for handling discipline problems are effectively provided to all staff members, and techniques and methods are monitored and evaluated regularly.
School leadership has not established operational procedures to minimize disruptions.	School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced.	School leadership has established operational procedures to minimize disruptions and the procedures are enforced.	School leadership, in collaboration with staff members and students, if appropriate, has established operational procedures to minimize disruptions and the procedures are posted and practiced by all members of the school community.
Discipline data (i.e., number of referrals, type of offense, suspensions) are not collected.	Discipline data are collected, but are not analyzed to determine trends or identify areas of concern.	Discipline data are collected and analyzed to determine trends and identify areas of concern.	Discipline data are collected and analyzed to determine trends and identify areas of concern, and the results are used to drive decision and policy making.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.2: Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.			
4.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and staff do not demonstrate high expectations for all students.	School leadership and staff claim a commitment to high academic expectations for all students, but do not demonstrate that commitment in practice.	School leadership and staff demonstrate a commitment to high expectations for all students.	School leadership and staff demonstrate a commitment to high expectations for all students and students are aware of the expectations.
Teachers are not provided opportunity to share successful practices.	Teachers are provided opportunity to share successful practices, but opportunity is infrequent or informal.	Teachers are provided regular, formal opportunities to share successful practices.	Collaboration time to share successful practices is embedded into the school schedule and is protected by school leadership.

Element 4, Indicator 4.3: Teachers hold high expectations for all students academically and behaviorally. Evidence of high expectations is in their practice.			
4.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not set high academic expectations for students.	Some teachers set high academic expectations for students.	Most teachers set high academic expectations for students.	Students are involved in setting individual goals to meet the high academic expectations set by all teachers.
The school does not have schoolwide standards for behavior.	Schoolwide standards for behavior exist, but they are either not communicated to students or not consistently enforced by all staff members.	Schoolwide standards for behavior are communicated to students and consistently enforced by all staff members.	The school has adopted a schoolwide behavior reform model that has been effectively implemented and is part of the school culture.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.4: Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.			
4.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Staff members are not involved in school planning committees or activities.	Some staff members are involved in school planning committees or activities, but this opportunity is not offered to all staff members.	Staff members are provided equal opportunity to be involved in school planning committees or activities, and many staff members are involved.	The majority of staff members are currently involved in school planning committees or activities.
Structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning are limited or do not exist.	Structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning are in place, but are not implemented.	Structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning are implemented.	Structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning are implemented and are regularly monitored and evaluated.
Non-teaching staff members and teaching staff members do not collaborate when making decisions that would impact teaching and learning (i.e., scheduling of maintenance, scheduling of events and assemblies, pre-enrollment, testing schedules)	Non-teaching staff members sometimes collaborate with teaching staff members when making decisions that would impact teaching and learning.	Non-teaching staff members collaborate with teaching staff members when making decisions that would impact teaching and learning.	There is an established regular meeting time for non-teaching and teaching staff members to discuss decisions that would impact teaching and learning.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.5: Teachers demonstrate the content knowledge necessary to challenge and motivate students to higher levels of learning.			
4.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There is no district policy linking teacher efficacy and student performance.	District policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members to use student performance when reviewing and revising teacher practice, or the staff members do not implement the procedures.	District policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practice based on student performance.	District policy establishes clear written guidelines and support structures for teachers and administrators to study, understand, and act upon the role of teacher efficacy in student success.
Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement.	Teachers reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices.	Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed.	Teachers are provided opportunity to study the connection between instructional practices and student success and consider that connection in the design of their instruction.
Teachers do not provide students with opportunities to evaluate lessons or activities and provide feedback.	Some teachers provide students with opportunities to evaluate lessons or activities and provide feedback	Teachers provide students with opportunities to evaluate lessons or activities and provide feedback.	All teachers provide students with opportunities to evaluate lessons or activities and provide feedback and the evaluations are used to change instructional practice.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.6: The district intentionally assigns teachers to maximize opportunities for students to have access to the staff's instructional strengths.			
4.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Student performance data is not collected to identify teacher strengths.	Student performance data is collected to determine teacher strengths, but the data is not used to make teacher assignments.	Student performance data is collected to determine teacher strengths and the data are used to make teacher assignments.	Student performance data is collected to determine teacher strengths and student strengths and the data are compared and used to make teacher and class assignments.
The school/district does not adhere to state guidelines regarding student/teacher ratio.	The school/district adheres to the state guidelines regarding student/teacher ratio.	The school/district adheres to the state guidelines and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students.	The school/district seeks additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by state guidelines.
The school does not have written guidelines requiring a flexible master schedule, or teaching assignments are never adjusted.	School guidelines may allow for a flexible master schedule, but teaching assignments are not often adjusted to impact student learning.	School guidelines allow for a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.	School guidelines require that decisive changes in teaching assignments, as well as the inclusion of community resources, be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 4.7: Teachers communicate regularly with families about individual student's progress.			
4.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not contact families to discuss student progress.	Teachers contact families only when discipline issues or negative academic behaviors occur.	Teachers contact parents regularly and frequently to discuss student progress.	The school has established communication procedures for teachers to contact parents regularly, frequently, and concerning all aspects of student progress.
Teachers do not involve students in reporting student progress to families.	Some teachers involve students in reporting student progress to families.	Teachers involve students (e.g., student-led conferences, journals) in reporting student progress to families.	Teachers collaborate with students to initiate opportunities to demonstrate their progress to their families and/or community members.
The school does not have a list of students identified for risk of failure.	The school has a list of students identified for risk of failure, but the students are not provided additional assistance or the list is not effectively maintained.	The school has an effectively maintained list of students identified for risk of failure and students are provided additional assistance.	The school has an effectively maintained database of students identified for risk of failure and established procedures for intervention and progress monitoring of students on the list.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.8: There is evidence that the teachers and staff care about students and inspire their best efforts.			
4.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Students are not provided opportunities to exercise leadership.	Students are provided opportunities to exercise leadership, but the opportunities are infrequent or informal.	Students are provided formal opportunities to exercise leadership (i.e., Student Council).	Students are provided formal opportunities to exercise leadership and are regularly surveyed about student needs and perceptions.
Interactions between students and staff are not meaningful.	There are occasional, meaningful interactions between students and staff, but the focus of the interactions is usually behavioral issues.	There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students.	Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school.
There is no mentorship program in place at the school.	There is an established mentorship program, but the program does not meet regularly or the time is not used effectively.	There is an established and effective mentorship program that meets regularly.	There is an established and effective mentorship program that meets regularly at the school and the school partners with community organizations to provide additional mentoring/advocacy resources for students in need.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.9: Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.			
4.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not communicate (newspaper articles, neighborhood papers, marquee) information to the larger community.	The school communicates with the larger community, but communication is through a single source and/or is infrequent.	The school frequently communicates with the larger community through multiple sources.	The school frequently communicates with the larger community through multiple sources and invites community leaders for two-way exchange with students, parents and staff.
The school does not use technology to enhance communication with stakeholders.	The school uses limited technology to enhance communication with stakeholders.	The school uses a variety of technological resources (e.g., voice mail, phone dialer, email, Web site, Web pages, cable access channels) to enhance communication with stakeholders.	The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities to enhance communication to all stakeholders.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.10: There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).			
4.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Student work is not displayed in the school.	Student work is displayed in the school, but not in all classrooms and/or not in prominent display areas within the school (i.e., cafeteria, hallways).	Student work is displayed in all classrooms and in prominent display areas of the school.	Student work is displayed in all classrooms and prominent display areas of the school and is used to set expectations and guide student self-reflection.
Student achievements are not shared outside of the school setting.	Student achievements are shared outside of the school setting, but only with parents and families.	Student achievements are shared with parents, families, and the larger community outside of the school setting.	The school collaborates with the community to publicize student achievements and to provide additional sources of recognition (e.g., scholarships).
The school does not provide and/or encourage opportunities for students to achieve outside of the classroom setting.	The school provides and/or encourages opportunities for students to achieve outside the classroom setting, but opportunities are limited or concentrated in one area (i.e., sports).	The school provides and encourages multiple opportunities for students to achieve outside of the classroom setting.	The school seeks partnerships, grants and other community resources to provide and encourage multiple opportunities for students to achieve outside of the school setting.
Student accomplishments are not celebrated.	Student accomplishments are celebrated, but celebrations are infrequent (i.e., end-of-the-year assembly).	Student accomplishments are frequently and regularly celebrated in assemblies and events (i.e., quarterly assemblies).	Student accomplishments are frequently celebrated in assemblies and events and informally recognized in individual classrooms and/or schoolwide on a regular basis.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.11: The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.			
4.11 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers have not received training in differentiated instruction to meet the needs of all students.	Teachers have received training in differentiated instruction, but not all teachers have attended the training, or training was not adequate for teachers to employ the method in the classroom.	Teachers have received adequate training in differentiated instruction and most teachers are employing the method in the classroom.	Teachers have received adequate training in differentiated instruction and most teachers are employing the method in the classroom.
Curriculum does not include culturally diverse resources and/or texts.	Culturally diverse resources and/or texts are included in the curriculum but the content is not fully integrated.	Culturally diverse resources and texts are integrated into core content curriculum.	Culturally diverse resources are intentionally integrated into all curriculum and carefully considered when curriculum decisions are made.
Culturally diverse resources are intentionally integrated into all curriculum and carefully considered when curriculum decisions are made.	Students are provided learning opportunities that focus on mutual respect and diversity, but opportunities are provided infrequently and/or through a separate instructional program.	Students are provided learning opportunities that focus on mutual respect and diversity and are integrated into the core content areas.	Students are provided learning opportunities inside and outside the school setting that focus on mutual respect and diversity.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 5, Indicator 5.1: Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.			
5.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Parents and families are not informed on how to be active academic partners.	Parents and families are informed on how to be active academic partners, but the information is limited and/or inadequate.	Parents and families receive regular and adequate information on how to be active academic partners.	Parents and families receive regular and adequate information through school-sponsored parenting classes and have access to a parent resource room.
Parents and community members are not included in school planning committees or activities.	Parents are included in school planning committees or activities, but participation is limited and/or community members are not included.	Parents and community members are included in school planning committees or activities.	Parents and community members are actively recruited to serve on school planning committees or activities.
Parents and families do not feel welcome in the school.	Parents and families do feel welcome in the school, but there are few opportunities for parents to be actively involved in the school community.	Parents and families feel welcome in the school and are provided many opportunities to be actively involved in the school community.	Parents and families feel welcome in the school and are actively recruited to be involved in the school community.
There are no service learning projects to connect students with the community.	There are service learning projects to connect students with the community, but opportunities are limited and/or few students participate.	There are numerous service learning projects to connect students with the community and the majority of students participate.	All students are involved with at least one service learning project to connect them with the community.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 5, Indicator 5.2: Structures are in place to ensure that all students have access to the entire curriculum.			
5.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school guidance programs do not leverage multiple sources of support services to remove barriers to learning.	The school guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning.	The school guidance programs promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students. The programs are evaluated and modified as necessary.	Family and school guidance staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students.
Title I activities and resources do not support school goals to improve student achievement.	Title I activities and resources support school goals to improve student achievement.	Title I activities and resources support the school goals and processes are in place to analyze data and evaluate the Title I programs annually.	Title I activities and resources support the school goals and processes are in place to analyze data and evaluate the Title I programs annually, involving all stakeholders in the process.
School counselors do not focus on student learning.	School counselors focus more on administrative issues than on a school-wide guidance program in support of student learning.	School counselors collaborate with staff members and families to implement a schoolwide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students.	School counselors partner with school staff, families and the community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components).
The school does not have guidelines that ensure all students have equal access to a common academic core.	The school has guidelines stating that all students have equal access to the curriculum.	The school has guidelines and school leadership has implemented procedures that ensure all students have equal access to a common academic core.	School leadership and other stakeholders regularly evaluate the guidelines, ensuring that all students have equal access to the curriculum and modifies as necessary.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 5, Indicator 5.3: The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.			
5.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership has no formal procedures to refer students for health and social services.	School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families.	School leadership has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families.	Health and social services are seamlessly integrated into a fully functioning comprehensive student services program.
There is no organizational chart establishing defined roles and responsibilities for committees, grade level, and department teams.	There is an organizational chart establishing defined roles and responsibilities for committees, grade level, and department teams, but the chart is not implemented as written and/or has not been communicated to the staff.	The organizational chart establishing defined roles and responsibilities for committees, grade level, and department teams has been communicated to the staff and is implemented as written.	Staff members collaborated with school leadership to establish an organizational chart defining responsibilities for committees, grade level, and department teams and the chart is evaluated and revised, as needed.
The school does not allocate sufficient financial resources to reduce barriers to learning.	The school leadership allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively.	The school leadership allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.	The school leadership makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 5, Indicator 5.4: Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.			
5.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Students do not have opportunities to receive additional assistance beyond initial classroom instruction.	Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction.	Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance.	District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom.
Extended day programs instructional time is not used to support student achievement.	Extended day programs instructional time is intended to support student achievement, but the activities are either not appropriately implemented or have limited effectiveness.	Extended day programs instructional time is effectively used to support student achievement.	Classroom and extended day programs instructional time is seamlessly integrated to maximize the impact on student achievement.
Extended day/year instructors do not collaborate with classroom teachers.	Extended day/year instructors collaborate with classroom teachers, but collaboration is infrequent and/or informal.	Extended day/year instructors collaborate frequently and formally with classroom teachers.	Extended day/year instructors collaborate frequently and formally to analyze student data and design curriculum to meet student needs.
Student performance data from extended day/year programs is not collected.	Student performance data from extended day/year programs is collected, but results do not impact instruction and/or there is no formal process for data collection and analysis.	Student performance data from extended day/year programs is collected and analyzed regularly and used to revise instruction, as needed.	Student performance data from extended day/year programs is collected and analyzed regularly, and discussed between the extended day/year teacher, the regular teacher and the student. Instruction is modified based on these discussions.
There are no cocurricular (art club, science club) programs to support individual student interests and strengths.	Cocurricular programs to support individual student interests and strengths are provided, but programs are limited and/or programs are not accessible to all students.	The school provides a variety of cocurricular programs available to all students to support student interests and strengths.	The school collaborates with community organizations to provide a variety of cocurricular programs to all students inside and outside the school setting.
Support programs and services operate in isolation to deliver services to students (e.g., extended day programs and school guidance programs).	There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement.	There is collaboration and coordination among support programs and services to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.	Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 5, Indicator 5.5: The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.			
5.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Students do not have individual graduation plans.	Students have individual graduation plans, beginning in 8th grade, but plans are not regularly reviewed and/or revised.	Students have individual graduation plans that are regularly reviewed and revised, as needed.	Students, parents and school staff meet annually to review and revise individual graduation plans.
The school does not provide frequent updates of student academic records.	The school provides updates of student academic records, but updates are infrequent and/or are not used to identify students in need of academic interventions.	The school provides frequent updates of student academic records. The records are used to identify students for academic interventions.	The school provides real time student academic records through Web-based systems and uses the data to identify students for academic interventions.
Student records maintained by the school contain only classroom grades.	The school maintains adequate student records.	The school maintains cumulative student records that provide a profile of each student's academic and educational development.	Students are proactively involved in the development and maintenance of an academic portfolio that enhances and extends the cumulative student records.
Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.	Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school, classroom and/or individual student levels.	Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels.	Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.1: There is evidence of long-term professional development plans.			
6.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not have a professional development plan.	The school has a professional development plan, but the plan is not long-term.	The school has a long-term professional development plan.	The school has a professional development plan that is aligned with student and faculty learning needs.
Parents and community members are not included in school planning committees or activities.	Some staff members have individual staff development plans.	All staff members have individual staff development plans.	All staff members have individual professional development plans, and the plans are monitored by school leadership.

Element 6, Indicator 6.2: The school has an intentional plan for building instructional capacity through ongoing professional development.			
6.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not provide opportunities for staff members to lead professional development.	The school provides limited opportunities for staff members to lead professional development.	The school provides multiple opportunities for staff members to lead professional development.	The school schedules regular opportunities for all staff members to lead professional development.
Staff members do not participate in study groups.	Some staff members participate in study groups, but the information is not shared with the rest of the staff.	All staff members participate in study groups and share the information with the rest of the staff.	School leadership has scheduled regular meeting times for study groups and has developed a formal process for sharing information with the rest of the staff.
Staff members have not received training in professional learning communities.	Some staff members participate in professional learning communities but meetings are not regularly scheduled.	Most staff members utilize time in professional learning communities to collaborate, review student work, review best practices and receive ongoing professional development and support. Written agendas and minutes support the goals of the school.	School leadership has scheduled protected time for professional learning communities to collaborate, review student work, review best practices and receive ongoing professional development. Written agendas and minutes support the goals of the school. School leadership attends meetings and provides valuable feedback to teams.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.3: Professional development priorities are set in alignment with goals for student performance, the individual professional growth plans of staff, and/or the comprehensive school improvement plan.			
6.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The professional development needs of individual staff members have not been clearly identified.	The professional development needs of individual staff members have been identified primarily through the evaluation process.	Decisions concerning professional development opportunities are based on the results of analysis of student achievement data and formal personnel evaluations.	Decisions concerning professional development opportunities are based on the results of analysis of student achievement data, formal personnel evaluations and the school goals as identified in the comprehensive school improvement plan.
Professional development opportunities do not relate to the school's learning goals for students and/or the comprehensive school improvement plan.	Professional development opportunities are related to the school's learning goals for students but do not necessarily reflect the individual growth plans of staff members or the comprehensive school improvement plan.	Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the comprehensive school improvement plan.	Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the comprehensive school improvement plan. The professional development opportunities are focused directly on the root causes of achievement gaps.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.4: Goals for school improvement directly connect goals for student learning and the priorities set for the school and district professional development activities.			
6.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
An annual survey of professional development needs is not done.	A survey is conducted, but there is no formal process to determine priorities for school professional development.	A formal process (e.g., annual survey, needs assessment, development of individual growth plans) is used to determine priorities for school professional development.	Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development.
Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals.	Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.	Professional development is of high quality, is focused on enhanced professional practice and is aligned with academic expectations and student learning goals.	Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.
Few staff members participate in professional development that updates their content knowledge.	Staff members participate in professional development that may update their content knowledge, but the acquired knowledge is not used to improve student learning.	Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.	Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement.
Support programs and services operate in isolation to deliver services to students (e.g., extended day programs and school guidance programs).	There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement.	There is collaboration and coordination among support programs and services to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.	Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.5: Professional development is ongoing and job-embedded.			
6.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Follow-up to professional development is not provided.	Follow-up to professional development is inconsistent or unintentional.	Follow-up to professional development is consistent and intentional.	Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.
Professional development does not provide time for reflection.	Professional development occasionally provides time for reflection.	Professional development provides time for colleagues to reflect, discuss and process new learning.	Time for reflection is built into professional development and a formal process for reflection is provided for off-site professional development.
Professional development has no emphasis on continuous growth.	Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded.	The school maintains cumulative student records that provide a profile of each student's academic and educational development.	By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members.
The school does not use nontraditional (e.g. online professional development, book study groups) avenues to provide professional development.	The school makes limited use of nontraditional avenues to provide professional development.	The school includes the use of nontraditional avenues to provide and/or embed professional development.	School staff members engage in action research in their classrooms to assess the efficacy of teaching techniques learned through ongoing professional development.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.6: Professional development planning shows a direct connection to analysis of student achievement data.			
6.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Professional development on the analysis of assessment data and student work is not provided.	Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing.	Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work.	The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work.
The school does not analyze information on student achievement to determine the short- and long-term professional development needs of teachers.	The school conducts a limited analysis of information on student achievement to determine the short- and long-term professional development needs of teachers.	School staff members analyze information on student achievement to determine the short- and long-term professional development needs of instructional staff members and administrators.	The school initiates a formal process to analyze information on student achievement to determine the short- and long-term professional development needs.
Data on the impact of professional development on student achievement is not collected.	Data on the impact of professional development on student achievement is collected, but the process is informal and/or not all staff participates.	All staff collects data on the impact of professional development on student achievement using a formal process.	All staff collect data on the impact of professional development on student achievement using a formal process and the professional development plan is revised, as necessary.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.7: The school/district provides a clearly defined evaluation process.			
6.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The local board of education does not have policy and/or procedures regarding the evaluation of personnel.	The local board of education has adopted policy and/or procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership.	The local board of education has adopted policy, and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements.	The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements (frequent, documented classroom walk-throughs).
The evaluation of certified personnel is focused on neither the student learning goals of the comprehensive school improvement plan nor the individual growth needs of staff members.	The evaluation of certified personnel is focused on the student learning goals of the comprehensive school improvement plan or the individual growth needs of staff members, but not both.	The evaluation of certified personnel is focused on the student learning goals of the comprehensive school improvement plan and the individual growth needs of staff members.	The evaluation of certified personnel is focused on the student learning goals of the comprehensive school improvement plan, the individual growth needs of staff members and the projected long-term needs of the school and district.
Certified staff members are not annually informed of the evaluation process.	Copies of the evaluation plan are distributed to certified personnel, but no opportunity for explanation and discussion is provided within the required timeframe.	Within 30 days following his/her first working day, each certified staff member participates in a meeting in which the evaluation process is explained and discussed.	Staff members regularly participate in reviews of the evaluation process, including discussions and reflections that provide an impetus for individual professional growth.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.8: District and school leaders provide sufficient professional development resources.			
6.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Professional development resources are not appropriately and/or equitably allocated.	The school has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources.	The school adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum, support staff) among all staff members.	The school evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members.
Available fiscal resources are not used to support professional growth.	Available fiscal resources are not always maximized to provide support for professional growth.	Available fiscal resources are maximized to provide support for professional growth and development, using state professional development allocations and other funding sources (e.g., local, state, federal, private).	Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.9: The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.			
6.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The evaluation of certified employees and individual professional development goals do not reflect the instructional needs of students and the professional needs of all staff members.	The evaluation of certified employees and individual professional development goals do not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the comprehensive school improvement plan.	The evaluation of certified employees and individual professional development goals correlate with the instructional needs of students and the professional needs of all staff members as reflected in the comprehensive school improvement plan.	The evaluation of certified personnel and individual professional development goals correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district.
Not all certified employees have individual professional development goals.	Individual professional development goals are developed without collaboration and/or intentional connection to the results of the certified evaluation process.	Individual professional development goals are collaboratively developed and are based on professional needs identified through the certified evaluation process.	Individual professional development goals are collaboratively developed, based on data and directly aligned with the Oklahoma Essential Elements and Performance standards.
Individual professional development goals do not foster reflection or refinement of professional practice.	Individual professional development goals foster reflection, but do not impact professional practice.	Individual professional development goals foster purposeful reflection and refinement of professional practice.	Individual professional development goals foster purposeful reflection and refinement of professional practice and progress is monitored through self-evaluation.
Employees view evaluation only as an employment requirement.	The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency.	Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.	Evaluation is viewed as an integral part of the work of the school, encompassing individual professional development goals and establishing a self-renewing learning organization.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.10: Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.			
6.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School administrators do not implement the personnel evaluation system.	School administrators implement a personnel evaluation system that includes observation and feedback but has limited impact on student achievement and teaching practices.	School administrators implement a personnel evaluation system that requires multiple observations of staff, providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.	The personnel evaluation system includes a peer review/coaching component.
Personnel evaluations do not meet the requirements of state statutes and rules.	Personnel evaluations meet the requirements of state statutes and rules.	Personnel evaluations meet the requirements of state statutes and rules and are fairly and consistently administered.	Personnel evaluations exceed the requirements of state statutes and rules. Individual professional development goals and summative evaluations are compiled annually for all staff; multiple forms of documentations (e.g., portfolios, peer review, product or performance tasks/activities) of performance effectiveness are used.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.11: The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them and resources to accomplish these goals.			
6.11 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Professional development selected by school administrators does not fulfill the minimum requirements of the state guidelines.	District administrators select professional development that fulfills the minimum requirements of the state guidelines but do not address individual needs of school administrators.	School administrators collaborate with district personnel to select professional development that addresses both the needs of individual school administrators and the requirements of the state guidelines.	School administrators collaborate with the Oklahoma State Department of Education and other districts to design and/or obtain professional development that addresses both the needs of individual school administrators and the requirements of the state.
The comprehensive school improvement plan does not address instructional leadership needs.	The comprehensive school improvement plan is based on analysis of data and has an action plan to address instructional leadership needs.	The comprehensive school improvement plan is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs.	The comprehensive school improvement plan is based on the analysis of multiple forms of data, incorporates goals, objectives and ongoing activities congruent with new and innovative approaches in an action plan to improve instructional leadership.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 6, Indicator 6.12: Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.			
6.12 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The individual professional development goals of teachers are not directly linked to formal evaluation.	The individual professional development goals of teachers are part of the evaluation process, but are not collaboratively developed.	The individual professional development goals of teachers are an integral part of the evaluation process and are collaboratively developed by administrators and teachers.	The development of individual professional development goals of teachers includes a peer review/coaching component.
School leadership does not provide feedback to teachers.	School leadership provides limited feedback to teachers.	School leadership provides regular, meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.	School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.
Teachers are not provided follow-up and support to change behavior and instructional practice (e.g., professional development, follow-up, fiscal resources, materials).	Teachers are provided with some follow-up and support, but not to a level that will ensure improved instructional practice and higher student achievement.	Teachers are provided with follow-up and support to ensure that the evaluation process results in improved instructional practice and higher student achievement.	The district evaluation process shows a clear connection between student and teacher performance and individual growth plans; cognitive coaching is embedded in the daily work of all teachers.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 7, Indicator 7.1: Leadership team has developed and sustained a shared vision.			
7.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership has not established school leadership teams.	School leadership has established a school leadership team, but teams are not provided adequate training and support and/or meet infrequently.	School leadership has established a leadership team that meets frequently and is provided adequate training and support.	School leadership has established and supports a leadership team to build capacity among the staff to improve teaching and learning.
School leadership does not communicate the vision, mission, and/or belief statements with the staff (e.g., faculty meetings, agendas, school displays).	School leadership communicates the vision, mission, and/or belief statements with the staff, but communication is infrequent.	School leadership regularly and frequently communicates the vision, mission, and/or belief statements with the staff.	School leadership frequently communicates the vision, mission, and/or belief statements with the staff and with other stakeholders in the community.
School leadership team neither reinforces the vision, mission and belief statements nor uses them to guide decision making.	School leadership team does not always reinforce the vision, mission and belief statements and/or does not always use them to guide decision making.	School leadership team continuously reinforces and supports the vision, mission and belief statements of the school and uses them to guide decision making.	School leadership team establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the vision, mission and belief statements.
School leadership team does not refer to the vision, mission and belief statements when designing instructional programs.	School leadership team does not always refer to the vision, mission and belief statements when designing instructional programs.	School leadership team focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.	School leadership team focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.2: Leadership team decisions are focused on student academic performance and are data-driven and collaborative.			
7.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not analyze assessment data to inform curriculum, assessment, and professional development decisions.	School leadership analyzes assessment data and sometimes uses the results of that analysis to inform curriculum, assessment, and professional development decisions.	School leadership regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.	School leadership team, in collaboration with the school staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.3: There is evidence that all administrators have an individual growth plan focused on the development of effective leadership skills.			
7.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Administrators do not have individual professional development plans.	Administrators have individual professional development goals, but a formal plan has not been developed and/or professional development does not include a focus on effective leadership skills designed to support teaching and learning.	All administrators have written, formal individual professional development plans focused on effective leadership skills designed to support teaching and learning.	All administrators have individual professional development plans focused on effective leadership skills designed to support teaching and learning and have established system of follow-up for learned strategies.
The district has not developed leadership initiatives such as coaching and mentoring for administrators.	The district has developed leadership initiatives, but not all administrators participate and/or coaching/mentoring sessions are infrequent.	All administrators participate in leadership initiatives such as coaching and mentoring that meet frequently and regularly.	The district has established a collaborative coaching/mentoring network to provide follow-up and support to each administrator for the effective implementation of the individual professional development goals and enhancement of leadership skills.
The individual professional development goals of administrators do not align with goals identified in the comprehensive school improvement plan.	Some professional development goals of administrators align with goals identified in the comprehensive school improvement plan.	The individual professional development goals of each administrator align with goals identified in the comprehensive school improvement plan.	The administrators of all schools in the district collaborate to develop individual professional development goals that support the improvement plans of the district and all the schools.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.4: There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.			
7.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not review the disaggregated student data.	The school leadership team reviews the disaggregated student data, but does not always identify targets and/or timelines for reducing gaps.	The school leadership team reviews the disaggregated student data to determine targets and timelines for reducing gaps.	The school leadership team reviews and compares the disaggregated data to determine targets and timelines for reducing gaps. School leadership regularly monitors and reports on the progress toward closing the gaps.
Analysis of disaggregated student data is not considered during the school improvement planning process.	Analysis of disaggregated student data is considered during the school improvement planning process, but is not used to identify goals and needs.	Analysis of disaggregated student data is an integral part of the school improvement planning process and is used to identify goals and needs.	Analysis of disaggregated student data is an integral part of the school improvement planning process and is used to identify goals and needs and to revise the plan as necessary.
School leadership team does not analyze data comparing academic achievement of population subgroups (e.g., economically disadvantaged, ethnicity, gender, IEP students).	School leadership team analyzes data comparing academic achievement of population subgroups, but does not use the results of data analysis to inform decision making.	School leadership team analyzes data comparing academic achievement of population subgroups to inform decision making.	School leadership team compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision making.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.5: Leadership team ensures all instructional staff has access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals of <i>PASS</i> .			
7.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership team does not provide staff members with <i>PASS</i> curriculum documents.	School leadership team has provided staff members with access to <i>PASS</i> curriculum documents, but has provided limited training on ways to use the documents.	School leadership team ensures that staff members have access to and are trained in the use of <i>PASS</i> curriculum documents, other curriculum-related materials, and data resources.	School leadership team ensures that <i>PASS</i> curriculum standards, curricular materials, and data resources are readily available and used by school staff members and monitors usage frequently.
School leadership team does not share curriculum information with staff members.	School leadership team occasionally shares curriculum information from internal and/or external professional sources with staff members.	School leadership team shares and discusses curriculum information from internal and external professional sources (e.g., district office, Oklahoma State Department of Education, national sources) with staff members.	School leadership team provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, statewide workshops).

Standard 7, Item 7.6: School leadership ensures that time is protected and allocated to focus on curricular and instructional issues.			
7.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There are no written policies or procedures to protect instruction time.	School leadership has established written policy and procedures to minimize disruptions of instructional time, but the policies and/or procedures are not fully implemented.	School leadership fully implements the written policy and procedures to minimize disruptions of instructional time.	School leadership and staff members collaborated to develop written policies and procedures to minimize instructional time and all share the responsibility of implementation.
School leadership does not provide structure or support for staff members to use time as a resource.	School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.	School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.	School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.7: Leadership provides a process to maximize resources (e.g., physical, fiscal) based on anticipated needs.			
7.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Allocation of resources (i.e., fiscal, human, physical, time) is not aligned to the learning goals of the school.	Allocation of resources is not always aligned to the learning goals of the school.	Allocation of all resources is aligned to the learning goals of the school.	School leadership secures additional resources and/or reallocates funds to support the learning goals of the school.
Resource allocation is not sufficient to support the learning goals of the school.	Resource allocation is sufficient to support the learning goals of the school, but resources are not equitably distributed.	Resource allocation is sufficient to support the learning goals of the school, and funds are equitably distributed.	Sufficient resources are allocated equitably and school leadership seeks additional resources to support learning goals.
School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school	School leadership team monitors the instructional programs, organizational practices and physical facilities of the school, but does not always make appropriate modifications to sustain continuous school improvement.	School leadership team monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement.	A committee has been established to regularly monitor and review instructional programs, organizational practices and physical facilities, as needed, and make recommendations for change.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.8: The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.			
7.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There are no school/district guidelines or policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment.	School/district leadership has established guidelines or policies and procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the guidelines or policies and procedures are either not fully implemented or are not sustained.	School/district leadership fully implements guidelines and policies and procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members.	The school/district leadership regularly evaluates the adopted guidelines or policies and modifies as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members.
School/district leadership does not allocate resources for facilities or equipment to support a safe and effective learning environment.	School/district leadership allocates some resources for facilities and equipment to support a safe and effective learning environment.	School leadership allocates sufficient resources to provide quality facilities and equipment to support a safe and effective learning environment.	School leadership collaborates with community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance a safe and effective learning environment.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.9: Leadership provides a process for the development and the implementation of school/district policy.			
7.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Policies and procedures are not disseminated to students, staff and families.	Policies and procedures are disseminated to students, staff and families, but information is not in an understandable and uniform format and/or not always provided in a language parents can understand.	Policies and procedures are disseminated to students, staff and families in an understandable and uniform format and in a language parents can understand.	Policies and procedures are disseminated in multiple ways to students, staff and families in an understandable and uniform format and in a language parents can understand.
School site policies are not reviewed and/or revised.	School site policies are reviewed, but rarely revised.	School site policies are regularly reviewed and revised, as necessary.	The school site has an established committee with all stakeholder groups to regularly review policies and procedures and make recommendations for necessary revisions.
School leadership and staff members are not familiar with existing policies.	School leadership and staff members have limited knowledge of existing school policies.	School leadership and staff members have a working knowledge of all existing school policies.	School leadership and staff are knowledgeable of existing school policies and receive support and training in the implementation of the policies.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7, Item 7.10: There is evidence that the school-based, decision-making policy has an intentional focus on student academic performance.			
7.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Student achievement data (OCCT, benchmark) is not collected, displayed and/or monitored using data walls and/or data notebooks.	Student achievement data is collected and displayed, but data is not monitored and/or used in decision making.	Student achievement data is collected and displayed on data walls and/or data notebooks and results are analyzed and used in decision making.	The results of analysis of data are validated against educational research to guide the work of the staff in decision making.
The school policies (e.g., uninterrupted class time, professional learning community time, and extended day programs) are not aligned with the student needs identified in the school improvement plan.	Some school policies are aligned with the students needs identified in the school improvement plan.	All school policies are aligned with the student needs identified in the school improvement plan.	School policies are regularly evaluated for alignment to student needs and effectiveness in meeting those needs.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Standard 7 Item 7.11: There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.			
7.11 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The principal does not engage staff members in discussions about student academic performance.	The principal occasionally engages staff members in discussions about student academic performance.	The principal regularly engages staff members in conversations focused on student academic performance.	The principal schedules regular meetings to discuss student academic performance with staff members.
The principal does not focus faculty meetings on improved student performance.	The principal sometimes focuses faculty meetings on improving student academic performance.	The principal regularly focuses faculty meetings on improving student academic performance.	The principal works with staff members to create a supportive, save, orderly, equitable and healthy learning environment for teachers and students that will be sustained and advanced in his/her absence.
The principal does not create a supportive learning environment.	The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained.	The principal works with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students.	The principal works with staff members to create a supportive, save, orderly, equitable and healthy learning environment for teachers and students that will be sustained and advanced in his/her absence.
The principal does not demonstrate leadership skills in the area of efficiency.	The principal provides minimal organizational direction, but does not develop distributed leadership capacity and/or does not equitably use resources.	The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances.	The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.1: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.			
8.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There are no resource management (e.g., check out sheets, inventory forms, lesson plan documentation, walk-through documentation) guidelines.	Written resource management guidelines are in place, but are either not fully implemented or are not reviewed and modified as needed.	Written resource management guidelines are fully implemented and reviewed and modified, as needed.	Written resource management guidelines are distributed to all staff members. The guidelines are implemented and monitored and the school has an established committee to review and make recommendations on guidelines.
The school has not established committees for resource allocation (i.e., textbooks, technology, and budget).	The school has established committees for resource allocation, but the committee is not active.	The school has active committees for resource allocation.	School leadership collaborates with committee members regularly to evaluate, make decisions and recommendations for resource allocations.
The school does not augment resources by taking advantage of external opportunities (i.e., local artists, community or university library, surplus materials, grants).	The school occasionally augments resources by taking advantage of external opportunities.	The school regularly augments resources by taking advantage of external opportunities.	The school regularly augments resources by building strong partnerships between community and other external organizations.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.2: The master class schedule reflects all students have access to entire curriculum.			
8.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school/district does not have a written policy that ensures all students have equitable access to the curriculum.	School/district has adopted a written policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented.	School/district has adopted a written policy ensuring all students have equitable access to the curriculum and school leadership has developed procedures to ensure its implementation.	The school leadership regularly evaluates the adopted written policy ensuring all students have equitable access to the curriculum and modifies the policy as necessary. Implementation of procedures is monitored regularly by school leadership to ensure that all students have equitable access to the curriculum.
The school does not provide alternative scheduling (e.g., online classes, before/after school, Saturday school, zero hour) options to ensure all students have equitable access to all classes.	The school provides alternative scheduling options, but options are not available to all students and/or opportunities are limited.	The school provides sufficient alternative scheduling options for all students.	The school has established partnerships with other organizations (e.g., colleges, tech centers) to provide alternative scheduling options for all students.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.3: The instructional and noninstructional staff is allocated and organized based upon the learning needs of all students.			
8.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Classroom assignments are not conducive to resource sharing, mentoring, or collaboration among students and highly qualified teachers.	Some classroom assignments allow for resource sharing, mentoring, and collaboration among students and highly qualified teachers.	Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among students and highly qualified teachers.	School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring, and collaboration among students and highly qualified teachers.
The school does not provide instructional assistants to assist teachers in meeting the learning needs of students.	Instructional assistants are provided in some areas, but the numbers are not sufficient to assist teachers in meeting student needs and/or assignments are not based on the learning needs of students.	Instructional assistants are provided in sufficient numbers to assist teachers in meeting the learning needs of students.	Instructional assistants are assigned and reassigned to optimize program implementation and to assist teachers in meeting the learning needs of students.
Most teachers are highly qualified and certified to teach in their assigned areas of levels.	All teachers are highly qualified and certified to teach in their assigned areas or levels, but some teachers have emergency certification.	All teachers are highly qualified and certified to teach in their assigned areas and/or grade levels.	School leadership encourages highly qualified teachers to receive multiple certifications to allow more flexibility in staff assignments.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.4: There is evidence that the staff makes efficient use of instructional time to maximize student learning.			
8.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Programs that occur during instructional time (e.g., assembly programs, field trips) do not relate to the learning goals of students.	Programs that occur during instructional time usually relate to the learning goals of students.	Programs that occur during instructional time reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.	Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.
The school/district does not provide clerical and technological resources to enable teachers to more efficiently handle classroom management and organizational practices so they may provide quality learning time.	The school/district provides clerical and technological resources to enable teachers to more efficiently handle classroom management and organizational practices so they may provide quality learning time, but they are not sustained and/or are insufficient.	The school/district provides sufficient and sustained clerical and technological resources to enable teachers to more efficiently handle classroom management and organizational practices so they may provide quality learning time.	The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices and regularly monitors and evaluates these practices, revising as needed.
The schedule is not adjusted (i.e., varying class length, allowing additional time for project development, allowing time for student interventions) to meet student needs.	Staff members occasionally adjust the schedule to address instructional needs.	The staff adjusts the schedule as appropriate, based on instructional needs.	A subcommittee of the school conducts ongoing research into effective instructional time practices and makes specific recommendations for adjustments to the school's schedule to maximize student learning.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.5: Staff promotes vertical and horizontal team planning across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).			
8.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
A schedule that provides common team planning time has not been developed.	Common team planning time is scheduled but does not always include vertical and horizontal planning across content areas. The time is not always protected.	Common team planning time is scheduled and protected.	Common team planning time is scheduled and protected for both vertical and horizontal teams and is focused on comprehensive school improvement goals.
Resources to support teacher collaboration (i.e., time, space, money and material) are not provided.	Resources to support teacher collaboration are provided, but are insufficient and/or inequitably distributed.	Sufficient resources to support teacher collaboration are provided equitably.	Sufficient resources to support teacher collaboration are provided equitably, and school leadership has established a committee to review and make recommendations for additional resources.
Staff members do not participate in horizontal and/or vertical team planning.	Staff members do not participate in horizontal and/or vertical team planning.	Staff members participate in horizontal and vertical team planning.	Staff members participate in horizontal and vertical team planning within the school and the district.
Common team planning time is not focused on classroom instruction and the goals of the school improvement plan.	Common team planning time is sometimes focused on classroom instruction and the goals of the school improvement plan.	Common team planning time is focused on classroom instruction and the goals of the school improvement plan.	Common team planning time is focused on classroom instruction and the goals of the school improvement plan and provides opportunity for modeling, coaching and action research.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.6: Leadership designs a schedule aligned with student needs.			
8.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Maximization of instructional time is not a consideration in the design of the school's schedule.	The school's schedule more often accommodates the convenience of staff members than accomplishes the mission of the school.	The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school.	The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school. An analysis of quality time has been conducted and the data analyzed.
The developmental needs and learning styles of students are not considered in arranging student schedules.	The developmental needs and learning styles of students may be considered in arranging student schedules, but are not always accommodated.	The developmental needs and learning styles of students are given priority in arranging student schedules.	Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8 Indicator 8.7: The school/district provides a clearly defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.			
8.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not have an established budget advisory (e.g., Title I, activity fund) and review committee.	The school has an established budget advisory and review committee, but the committee is not active and/or is not involved in decision making.	The school has an established and active budget advisory and review committee that is involved in decision making.	The school has an established and active budget advisory committee that includes parents and other community stakeholders that is involved in decision making.
The school's financial records are not available for review by staff members and other stakeholders.	The school's financial records are difficult to obtain, not in a form that is fully understandable by school staff members and other stakeholders and not regularly reviewed at school meetings.	The school's financial records are published in a form that is understandable by school staff members and other stakeholders and regularly reviewed at school meetings.	The school's financial records are posted in a public venue (e.g., Web page, newsletter), staff members and other stakeholders are provided access to basic finance and budget support, and records are regularly reviewed at school meetings.
The school does not conduct a needs assessment (e.g., staff, student, parent surveys, review of assessment data) for budget planning purposes.	The school conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the school leadership.	The school conducts a needs assessment for budget planning purposes with all staff members.	The school conducts a needs assessment for budget planning purposes with all staff members and members from other stakeholder groups.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.8: The school/district budget reflects decisions made about discretionary funds, and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.			
8.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Expenditures of discretionary funds (e.g., school activity funds) do not follow operational procedures.	Operational procedures may be in place for expenditures of discretionary funds, but the procedures are not always followed.	Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.	Established operational procedures are followed in the expenditure of discretionary funds and procedures are reviewed and revised, as necessary.
The school does not have established procedures for distribution of discretionary funds.	The school has an adopted policy and has established procedures for distribution of discretionary funds, but the procedures are not always followed.	The school has an adopted policy and has fully implemented operational procedures for distribution of discretionary funds.	The school has an adopted policy and procedures for distribution of discretionary funds with input from staff members and other stakeholders. There is evidence of internal controls (e.g., forms, requests, detailed accounting).
Expenditures of discretionary funds do not support the vision and mission statements of the school.	Expenditures of discretionary funds do not always support the vision and mission statements of the school.	Expenditures of discretionary funds support the vision and mission statements of the school.	Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 8, Indicator 8.9: School leadership team and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.			
8.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Budget decisions are not aligned with the action components of the comprehensive school improvement plan.	Some budget decisions are aligned with the action components of the comprehensive school improvement plan.	Budget decisions are aligned with the action components of the comprehensive school improvement plan.	Budget decisions are data-informed and aligned with the action components of the comprehensive school and district improvement plan.
Expenditures are not monitored or adjusted to meet changing student needs.	Expenditures are not regularly monitored or adjusted to meet changing student needs	Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.	The school engages in long-term financial planning to ensure that expenditures proactively meet the anticipated needs of the school's students. Expenditures are monitored and analyzed to ensure the effect on improved student achievement.

Element 8, Indicator 8.10: State and federal program resources are allocated and aligned (e.g., Title I, other programs) to address student needs identified by the school/district.			
8.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
State and federal resources (e.g., staffing, instructional materials) are not aligned to support the identified student needs and school/district goals.	State and federal resources are aligned, but expenditures do not always support identified student needs and school/district goals.	State and federal resources are aligned to support identified student needs and school/district goals.	The school has established a long-term plan to align state and federal resources to support identified student needs and school/district goals.
Revenue from external sources (i.e., grants) is not sought and/or aligned with state and federal funds to support identified student needs and school/district goals.	Revenue from external sources is sought, but not always aligned with state and federal funds to support identified student needs and school/district goals.	Revenue from external sources is aligned with state and federal funds to support identified student needs and school/district goals.	The school has established a long-term plan to coordinate funds from external sources with state and federal funds to support identified student needs and school/district goals.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Indicator 9.1: There is evidence that a collaborative process was used to develop the vision, beliefs, and goals that engage the school community as a community of learners.			
9.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
There is no established collaborative process to develop and review the vision, beliefs, and goals of the school.	There is an established collaborative process to develop and review the vision, beliefs, and goals of the school, but it does not involve the entire staff and/or parents and other community stakeholders.	There is an established collaborative process to develop and review the vision, beliefs, and goals of the school that involves the entire staff and parents.	There is an established collaborative process to develop and review the vision, beliefs, and goals of the school that involves the entire staff, parents and other community stakeholders.
Drafts of these statements were not communicated to the staff or larger community.	Drafts of these statements were presented to the staff, but not to the larger community.	Drafts of these statements were presented to the staff and the larger community.	Drafts of these statements were presented to the staff and the larger community and are posted in the school and on the Web site.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Indicator 9.2: There is evidence the school/district planning process involves collecting, managing and analyzing data.			
9.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School data is collected, but not analyzed.	School data is analyzed, but the results are not always used to inform decision making at the classroom and school levels.	School data is analyzed and used to inform decision making at the classroom and school levels. Monitoring of student performance data is conducted throughout the year.	The data analysis process includes the identification of trends, projections and correlations that are used to inform decision making at the classroom and school levels. Monitoring of student performance data is conducted throughout the year at regularly scheduled times.
There is no established process for collecting, analyzing and managing data.	There is an established process for collecting, analyzing and managing data, but the process is not implemented as planned and/or is not understood by all staff members.	The established process for collecting, analyzing and managing data is fully implemented and understood and followed by all staff members.	The school has established a committee to oversee and review the process for collecting, analyzing and managing data.
There is no data management system in place	A data management system is in place, but data is not accessible and/or not all staff has access.	A data management system is in place and data is accessible to all staff members.	The school maintains a state-of-the-art data management system that is also accessible throughout the district.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Indicator 9.3: The school/district use data for school improvement planning.			
9.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Data are not used to identify and prioritize areas of need for the comprehensive school improvement plan.	Data are used to identify and prioritize areas of need for the comprehensive school improvement plan, but only a single data source is used.	Multiple data sources are used to identify and prioritize the areas of need for the comprehensive school improvement plan.	Multiple data sources are used to identify and prioritize areas of need for the comprehensive school improvement plan and trend data is used to anticipate future areas of need.
Data is not compared to schools with similar demographics that are high-performing schools.	Data is compared to schools with similar demographics that are high-performing schools but results of the analysis are not always used to identify gaps in student achievement.	Data is compared to schools with similar demographics that are high-performing schools, and results of the analysis are used to identify gaps in student achievement.	Data is compared to schools with similar demographics that are high-performing schools and results of the analysis are used to identify gaps in student achievement. The data is used to change instruction in the classroom and student achievement is monitored frequently.
Most teachers are highly qualified and certified to teach in their assigned areas of levels.	All teachers are highly qualified and certified to teach in their assigned areas or levels, but some teachers have emergency certification.	All teachers are highly qualified and certified to teach in their assigned areas and/or grade levels.	School leadership encourages highly qualified teachers to receive multiple certifications to allow more flexibility in staff assignments.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Indicator 9.4: School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by the planning team.			
9.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The staff does not review educational research.	The staff reviews educational research, but findings are not used to design appropriate instructional strategies.	The staff reviews educational research and findings are used to design appropriate instructional strategies.	Staff members review educational research, use the educational research findings to design appropriate instructional strategies, and evaluate the effectiveness of the strategies in staff meetings and/or collaborative teams.
The goals and objectives of the school improvement plan do not align with state and local standards.	Some goals and objectives of the school improvement plan align with state and local standards.	Goals and objectives of the school improvement plan align with state and local standards.	Goals and objectives of the school improvement plan align with state and local standards and include future goals to meet the increasing standards.

Element 9, Indicator 9.5: The school/district analyzes their students' unique learning needs.			
9.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school leadership team does not analyze data to address the strengths and limitations of the school in meeting unique learning needs of students.	The school leadership team analyzes data to address the strengths and limitations of the school in meeting the unique learning needs of students, but either the results are not thoroughly analyzed or are not consistently used as a data source for planning.	The school leadership team analyzes data to determine the strengths and limitations of the school in meeting the unique learning needs of students and the data is used for effective planning.	The school leadership team analyzes data to determine the strengths and limitations of the school in meeting the unique learning needs of students. The data is used for effective planning and monitoring checkpoints are scheduled throughout the year to ensure implementation.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Indicator 9.6: The desired results for student learning are defined.			
9.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The desired results for student learning are not stated.	The desired results for student learning are clearly stated, but not defined in measurable terms or not accompanied by benchmarks.	The desired results for student learning are clearly stated, defined in measurable terms and accompanied by benchmarks.	The desired results for student learning are clearly stated, defined in measurable terms, accompanied by benchmarks and reviewed and revised as needed.
The desired results for students are not aligned with the school's vision.	Some of the desired results for students are aligned with the school's vision.	The desired results for students are aligned with the school's vision.	The desired results for students are aligned with the school's vision and are reviewed and revised as needed.
School leadership team has not identified student learning goals as priorities for the comprehensive school improvement plan.	School leadership team has identified student learning goals as priorities for the comprehensive school improvement plan, but the number of goals is not manageable or not all staff members share a sense of responsibility for achieving the goals of the plan.	School leadership team has identified a manageable number of student learning goals as priorities for the comprehensive school improvement plan. Staff members share a sense of responsibility for achieving the goals of the plan.	School leadership team and representatives from all stakeholder groups collaborate to identify the student learning goals and share a sense of responsibility and commitment for achieving the goals of the comprehensive school improvement plan.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Item 9.7: Strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.			
9.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Staff members do not review survey data to identify strengths and limitations of the school.	Staff members sometimes review survey data to identify strengths and limitations of the school, but the results of the review are not always used to inform school improvement planning.	Staff members and representatives of stakeholder groups review survey data to identify strengths and limitations of the school to inform school improvement planning.	Staff members and representatives of stakeholder groups use data triangulation to review survey data from multiple sources to corroborate the identification of strengths and limitations of the school.
Data are not analyzed to verify the strengths and limitations of the school.	Additional data (student performance, demographics, perception, school processes) are analyzed, but the level of analysis is not always sufficient to verify the strengths and limitations in the organizational and instructional domains of the school.	Additional data are analyzed to verify strengths and limitations in the organizational and instructional domains of the school to validate the goals of the comprehensive school improvement plan.	School leadership team ensures that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strengths and limitations in the organizational and instructional domains of the school and to validate the goals of the comprehensive school improvement plan.

Element 9, Indicator 9.8: The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.			
9.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School improvement goals are not stated in clear, concise or measurable terms.	School improvement goals are generally stated in clear and concise terms but are not measurable or are not focused on the school's capacity for instructional and organizational effectiveness.	School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.	School improvement goals are visionary, validated against educational research and balanced between the school's instructional and organizational activities.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9 Indicator 9.9: The action steps for school improvement are aligned with the school improvement goals and objectives.			
9.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The action components of the comprehensive school improvement plan do not include a focus on closing achievement gaps among subgroups.	Some action components of the comprehensive school improvement plan focus on closing achievement gaps among subgroups.	The action components of the comprehensive school improvement plan include a focus on closing achievement gaps among subgroups.	The action components of the comprehensive school improvement plan are focused on equity of academic opportunity and access for all individual students as well as subgroups.
The goals, objectives and activities of the comprehensive school improvement plan are not in alignment.	Not all of the goals, objectives and activities of the comprehensive school improvement plan are in alignment.	The goals, objectives and activities of the comprehensive school improvement plan are all in alignment.	The goals, objectives and activities of the comprehensive school improvement plan are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students.
Activities in the comprehensive school improvement plan have no basis in research and are not sufficient to achieve the objectives.	Activities in the comprehensive school improvement plan may be grounded in research, but are not always sufficient to achieve the objectives.	Activities in the comprehensive school improvement plan are grounded in research and are sufficient to achieve the objectives.	Activities in the comprehensive school improvement plan are validated against best practices research. The action steps are aligned with school goals and objectives.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9 Indicator 9.10: The plan identifies the resources, timelines, and persons responsible for carrying out each activity.			
9.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The timelines for the action plan in the comprehensive school improvement plan have not been established or are unrealistic.	The timelines established for the action components in the comprehensive school improvement plan are not always realistic or are not always designed to impact student performance.	The timelines established for the action components in the comprehensive school improvement plan are realistic and designed to have maximum impact on student performance.	The timelines established for the action components in the comprehensive school improvement plan are realistic and designed to have maximum impact on student achievement and are reviewed and revised, as necessary.
Resources are not identified for the activities in the comprehensive school improvement plan.	Limited resources are provided for the activities in the comprehensive school improvement plan, and/or funding sources are not always integrated.	Adequate resources are identified for all activities in the comprehensive school improvement plan. All funding sources are integrated in the budget to support the plan.	Abundant resources are available for all activities in the comprehensive school improvement plan, constructing a bridge of support between goal setting and implementation of the plan.
The comprehensive school improvement plan does not identify those responsible for implementation of the action components.	The comprehensive school improvement plan identifies individuals responsible for implementation of the action components, but the responsibility is not shared among staff members.	The comprehensive school improvement plan identifies individuals responsible for implementation of the action components, and this responsibility is shared among staff members.	The individuals responsible for implementation of the action components of the comprehensive school improvement plan include representatives of other stakeholder groups as well as staff members.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9 Indicator 9.11: The means for evaluating the effectiveness of the improvement plan are established.			
9.11 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not conduct implementation and monitoring checks.	School leadership conducts implementation and monitoring checks to monitor the effectiveness of the activities of the comprehensive school improvement plan but the process is not systematic.	School leadership systematically conducts implementation and monitoring checks to monitor the effectiveness of the activities of the comprehensive school improvement plan over time.	School leadership provides appropriate and timely support to ensure effective implementation of the activities of the comprehensive school improvement plan.
School leadership does not review the data collected through implementation and impact checks.	School leadership reviews the data collected through implementation and impact checks, but does not always make appropriate modifications to the comprehensive school improvement plan.	School leadership analyzes the data collected through implementation and impact checks and makes appropriate modifications to the comprehensive school improvement plan.	School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the comprehensive school improvement plan.

Element 9 Indicator 9.12: The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.			
9.12 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school's mission and beliefs were not considered or did not guide the development of the action components of the comprehensive school improvement plan.	Some action components in the comprehensive school improvement plan are aligned with the school's mission and beliefs.	The action components in the comprehensive school improvement plan are aligned with the school's mission and beliefs.	The action components in the comprehensive school improvement plan are aligned with the mission and beliefs of the school and the district.
The action components in the comprehensive school improvement plan do not support the desired results for student learning or instructional and organizational effectiveness.	Some action components in the comprehensive school improvement plan support the desired learning results and instructional and organizational effectiveness.	The action components in the comprehensive school improvement plan support the desired results for student learning and instructional and organizational effectiveness as reflected in the school's mission and beliefs.	The action components in the comprehensive school improvement plan anticipate the needs of the school's population as life-long learners and enhance the instructional and organizational effectiveness of the school.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9 Indicator 9.13: The plan is implemented as developed			
9.13 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not provide direction and support for the implementation of the comprehensive school improvement plan.	School leadership provides limited direction and support for the implementation of the comprehensive school improvement plan.	School leadership provides ongoing direction, support and resources for effective implementation of the comprehensive school improvement plan.	School leadership models a collaborative approach to the implementation of the comprehensive school improvement plan.
Staff members do not have sufficient awareness of the comprehensive school improvement plan to be involved in its implementation.	Most staff members are aware of the comprehensive school improvement plan but not all are involved in implementation of the plan as developed.	Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed.	Stakeholders know the goals of the comprehensive school improvement plan and are involved in implementing the plan as developed.

Element 9 Indicator 9.14: The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.			
9.14 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership team does not analyze data in the areas targeted by the comprehensive school improvement plan or the purpose of evaluating the degree to which the goals of the plan are achieved.	School leadership team may collect and analyze data in the areas targeted by the comprehensive school improvement plan but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.	School leadership team collects and analyzes data in the areas targeted by the comprehensive school improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.	School leadership team validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9 Indicator 9.15: The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.			
9.15 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership team does not analyze data in the areas targeted by the comprehensive school improvement plan for the purpose of evaluating the degree to which the expected impact on classroom practice is achieved.	School leadership team may collect and analyze data in the areas targeted by the comprehensive school improvement plan but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	School leadership team collects and analyzes data in the areas targeted by the comprehensive school improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	School leadership team validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools to assimilate a culture of high- performance expectations into the practice of classrooms and the school.

Element 9 Indicator 9.16: There is evidence of attempts to sustain the commitment to continuous improvement.			
9.16 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership team makes no effort to sustain the school's commitment to continuous improvement.	School leadership team conducts a review of the school's progress in achieving the goals of the comprehensive school improvement plan. Feedback is not always collected from stakeholders or used to make modifications to the plan.	School leadership team implements a systematic and ongoing process to conduct a comprehensive analysis of the school's progress in achieving the goals of the comprehensive school improvement plan. Feedback is collected from stakeholders, and modifications to the plan are made as necessary.	School leadership team ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school context, resulting in a high level of staff support and commitment.
School leadership team does not provide school improvement reports to the school staff and other stakeholders.	School leadership team sometimes provides school improvement reports to the school staff and other stakeholders.	School leadership team regularly provides school improvement reports to the school staff and other stakeholders. Accomplishments are formally recognized and celebrated.	Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the school and are a vital impetus for sustaining a positive school culture.