BLUEPRINT
FOR MARYLAND'S FUTURE

Blueprint for Maryland's Future:

Expert Review Team Rubric

Office of Teaching and Learning School Implementation Review Branch

Initial 2023-2024 Version

Bennett Middle School

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Introduction and Overview

The Maryland State Department of Education (MSDE) is committed to supporting local education agencies (LEAs) in improving student outcomes through the Blueprint Expert Review Team program. A comprehensive school review process is used to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management to support continuous improvement. School reviews are a collaborative process among LEAs, schools, and MSDE aimed at accelerating student learning to narrow opportunity and achievement gaps and enhancing the professional practice of educators.

All school reviews are facilitated by an Expert Review Team led by MSDE. Expert Review Team members consist of teachers, school leaders, and education experts with experience in accelerating student achievement. Team members participate in extensive training to calibrate the review process to ensure a consistent approach to school reviews. The Expert Review Team analyzes school data, reviews documents submitted by the school, facilitates classroom observations, and conducts focus groups and interviews to identify effective practices and opportunities for growth in a school.

DESIGN AND STRUCTURE OF THE RUBRIC

Evidence collected during the review process is assessed on criteria outlined in the Expert Review Team Rubric. The rubric consists of three domains grounded in effective practices to improve student outcomes.

- **Domain 1:** Curriculum and Instruction - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.

- **Domain 2:** Student Support - Schools use data to identify students and implement a multi-tiered approach to support all student groups.

- **Domain 3:** Educator Support - Educators at all levels are provided with support to improve results and shift instructional practice.

Each domain contains indicators and measures. Indicators specify criteria within the domain that will be reviewed. Measures identify the component that will be rated within the indicator. Each measure can earn one of four ratings:

- **Accomplishing with Continuous Improvement** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes and demonstrates a commitment to continuous improvement.

- **Accomplishing** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes.

- **Developing** - a plan and/or process is observed; however, actions towards attaining measures and outcomes have not yet been implemented.

- **Not Evident** - a plan and/or process towards implementing measures or obtaining outcomes was not observed.

In cases where the measure and/or component does not apply, it will be marked as not applicable.

IMPLEMENTATION OF THE RUBRIC

The Expert Review Team Rubric is used by the review team to form a consensus on a rating for each measure based on all collected evidence. Collected evidence includes documents submitted by the school prior to the on-site review; outcomes of classroom observations; answers to focus group questions from teachers, administrators, students, and parents/guardians; and student data. Expert Review Team members and MSDE specialists review, analyze, and triangulate data from collected evidence to assign ratings. MSDE will collaborate with LEAs for any school that earns a rating of Developing or Not Evident for any measure to develop recommendations, a support plan, and a timeline for the school to make progress toward the Accomplishing or Accomplishing with Continuous Improvement rating.

MSDE will continue to refine the rubric based on evidence-based practices, research reviews, and stakeholder feedback to ensure continuous improvement of the Expert Review Team process.

COMMUNITY SCHOOLS AND THE EXPERT REVIEW TEAM

The community school model is designed to promote positive, equitable outcomes by providing students, families, and the community with the health, mental health, academic, and extracurricular support needed to thrive. Community schools serve as hubs that bring families, communities, and partners together. Maryland continues to prioritize community schools through the Blueprint for Maryland's Future. This landmark legislation is designed to improve the quality of education for Maryland students and close achievement gaps. Included in this legislation are Concentration of Poverty grants for schools that serve large populations of students experiencing poverty.

The Expert Review Team will review the extent to which the community schools are fulfilling their requirements based on the Concentration of Poverty Grant. The community school measure, Implementation with Fidelity, focuses on providing resources to address barriers that affect marginalized students and providing wraparound services to students and families. The community schools' indicator is organized by requirements for year 1, year 2, and year 3 and beyond schools.

Domain 1: Curriculum and Instruction - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.

INDICATOR 1: Curriculum and Instructional Materials - Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, are supported by research, and include stakeholder input; professional learning is provided to staff.

Measure: High Quality Instructional Materials

Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, are supported by research, and include stakeholder input.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **has not** started the process of aligning curriculum and instructional materials to be rated by Evidence for ESSA or What Works Clearinghouse.	☐ The school **is in the process** of aligning curriculum and instructional materials to be rated by Evidence for ESSA or What Works Clearinghouse.	☐ Curriculum and instructional materials are rated as **"Promising" or "Moderate"** by Evidence for ESSA or Tier 2 by What Works Clearinghouse.	☐ Curriculum and instructional materials are rated as **"Strong"** by Evidence for ESSA or Tier 1 by What Works Clearinghouse.
☐ The school **has not** started the process of aligning curriculum and instructional materials with the Maryland College and Career Standards.	☐ The school is **in the process** of aligning curriculum and instructional materials with the Maryland College and Career Standards.	☐ Curriculum and instructional materials are **aligned** with the Maryland College and Career Standards.	☐ Curriculum and instructional materials, **and assessments** are **aligned** with the Maryland College and Career Standards **and are consistently being assessed to maintain vertical and horizontal alignment of curriculum and instruction.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **has not** started the process of vetting and rating curriculum and instructional materials by EdReports.	☐ The school is **in the process** of vetting and rating curriculum and instructional materials by EdReports.	☐ Curriculum and instructional materials are rated as **"Partially Meets"** by EdReports.	☐ Curriculum and instructional materials are rated as **"Meets Expectations"** by EdReports.
☐ The school is **not in the process** of selecting curriculum and instructional materials that represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students.	☐ The school is **in the process** of selecting curriculum and instructional materials that represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students.	☐ Curriculum and instructional materials **consistently** represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students.	☐ Curriculum and instructional materials **consistently** represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students. **Curriculum and instructional materials are designed inclusively to account for differences in students' learning needs, competencies, and levels of readiness.**
☐ The school **has not** started developing a process for eliciting input from teachers, families, and other stakeholders in the adoption and implementation of curriculum and materials.	☐ The school is **developing a process** for eliciting input from teachers, families, and other stakeholders in the adoption and implementation of curriculum and materials.	☐ The school **consistently** (every 3-5 years) solicits input from teachers, families, and other stakeholders in the adoption and implementation of curriculum and materials.	☐ The school **consistently** (every 3-5 years) solicits input from teachers, families, and other stakeholders **while monitoring and adjusting** the adoption and implementation of curriculum and instructional materials **using a variety of inclusive practices.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school's Pre-K (Pre-Kindergarten) program **has not** started the process of aligning comprehensive learning standards that are research-based, age and developmentally appropriate.	☐ The school's Pre-K (Pre-Kindergarten) program is **in the process** of aligning comprehensive learning standards that are research-based, age and developmentally appropriate.	☐ The school's Pre-K (Pre-Kindergarten) program **aligns** comprehensive learning standards that are research-based, age and developmentally appropriate.	☐ The school's Pre-K (Pre-Kindergarten) program **aligns** comprehensive learning standards that are research-based, age and developmentally appropriate, **and are monitored and adjusted for effectiveness.**

Measure: Supporting the Effective Use of High Quality Instructional Materials

Teachers and leaders participate in on going, job embedded professional learning that is anchored in the specific curriculum and materials used for instruction.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ Teachers **do not** engage in job-embedded professional learning, which uses disaggregated data to adjust the implementation of curricular materials to support all students with a focus on the most underserved students. Examples of job-embedded opportunities include: • action research • case study discussions • coaching/mentoring	☐ Teachers **inconsistently** engage in job-embedded professional learning, which uses disaggregated data to adjust the implementation of curricular materials to support all students with a focus on the most underserved students. Examples of job-embedded opportunities include: • action research • case study discussions • coaching/mentoring	☐ Teachers **consistently** engage in job-embedded professional learning, which uses disaggregated data to adjust the implementation of curricular materials to support all students with a focus on the most underserved students. Examples of job-embedded opportunities include: • action research • case study discussions • coaching/mentoring	☐ Teachers **consistently** engage in job-embedded professional learning, **which uses an analysis of disaggregated data** to adjust the implementation of curricular materials to **improve teacher practice across classrooms and** support all students with a focus on the most underserved students. Examples of job-embedded opportunities include: • action research • case study discussions

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
• critical friends groups • data teams/assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities	• critical friends groups • data teams/ assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities	• critical friends groups • data teams/ assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities	• coaching/mentoring • critical friends groups • data teams/ assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities
☐ The schoolwide schedule **has not been** developed that includes dedicated time for teachers to engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials.	☐ The schoolwide schedule is **being developed** to include dedicated time for teachers to engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials.	☐ Teachers **consistently** engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials.	☐ Teachers **consistently** engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials **through evidence-based strategies meeting the needs of all students.**
☐ A schoolwide schedule **does not** include dedicated time for teachers and leaders to work in teams to analyze student work and instructional practices to inform adjustments to curricular materials.	☐ A schoolwide schedule is **being developed** that includes dedicated time for teachers and leaders to work in teams to analyze student work and instructional practices to inform adjustments to curricular materials.	☐ Teachers and leaders **consistently** have dedicated time to work in teams to analyze student work and instructional practices to inform adjustments to curricular materials.	☐ Teachers and leaders **consistently** have dedicated time to work in teams to analyze student work, **trends,** and instructional practices to inform adjustments to curricular materials **with vertical alignment across grade bands and content areas.**

RATING FOR DOMAIN 1, INDICATOR 1

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

INDICATOR 2: Classroom Instruction - Instruction reflects research-based practices that challenge and support all students.

Measure: Differentiation

Teachers address the needs of diverse learners through modifying content, process, and/or products.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Some** (25%-59%) of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Majority** (60%-84%) of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **At least 85%** of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the *Classroom Capture Sheet*.

Questioning

A variety of questions are used to challenge students and promote higher order thinking.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Some** (25%-59%) of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Majority** (60%-84%) of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **At least 85%** of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the *Classroom Capture Sheet*.

Measure: Explicit Instruction

An instructional method designed with the student objective in mind demonstrated through planning, learning, and assessment.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the	☐ **Some** (25%-59%) of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the	☐ **Majority** (60%-84%) of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the	☐ **At least 85%** of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the *Classroom Capture*

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
Classroom Capture Sheet.	*Classroom Capture Sheet.*	*Classroom Capture Sheet.*	*Sheet.*
☐ Focus groups with students demonstrate that students have **no knowledge** of what they are learning and why they are learning it.	☐ Focus groups with students demonstrate that students have **minimal knowledge** of what they are learning and why they are learning it.	☐ Focus groups with students demonstrate that students have **general knowledge** of what they are learning and why they are learning it.	☐ Focus groups with students demonstrate that students have **in-depth knowledge** of what they are learning and why they are learning it.

Measure: Reading Instruction at the Elementary Level

Students in the elementary grades receive reading instruction grounded in the science of reading. *Elementary grades only*.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on: • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades Pre-K to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5.	☐ **Some** (25%-59%) of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on: • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades Pre-K to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5.	☐ **Majority** (60%-84%) of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on: • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades PreK- to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5.	☐ **At least 85%** of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on: • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades Pre-K to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **does not** utilize a screening process to identify students at risk for reading difficulties, revise instruction based on progress monitoring, and communicates the process to parents and guardians.	☐ The school **inconsistently** utilizes a screening process to identify students at risk for reading difficulties, revise instruction based on progress monitoring, and communicates the process to parents and guardians.	☐ The school **consistently** utilizes a screening process to identify students at risk for reading difficulties, revise instruction based on progress monitoring, and communicates the process to parents and guardians.	☐ The school **consistently** utilizes a screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, **evidence-based practices and providing timely and effective information to families about their students' progress ensuring information helps them understand how to support their student**.
☐ Evidence-based supplemental reading instruction **does not** occur through differentiated small group instruction based on data and student needs.	☐ Evidence-based supplemental reading instruction **inconsistently** occurs through differentiated small group instruction based on data and student needs.	☐ Evidence-based supplemental reading instruction **consistently** occurs through differentiated small group instruction based on data and student needs.	☐ Evidence-based supplemental reading instruction **consistently** occurs through differentiated small group instruction based on data and **is modified based on individual student needs.**
☐ Training and professional development **is not** provided directly to principals and teachers in implementing the Science of Reading.	☐ Training and professional development is **inconsistently** provided directly to all principals and teachers in implementing the Science of Reading.	☐ Training and professional development is **consistently** provided directly to all principals and teachers in implementing the Science of Reading.	☐ Training and professional development is **consistently** provided directly to all principals and teachers in implementing the Science of Reading **with follow-up trainings throughout the school year**.
☐ The school has **not developed a plan** to provide and track interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s).	☐ The school is **developing a plan** to provide and track interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s).	☐ The school is **consistently** providing and tracking interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s).	☐ The school is **consistently** providing and tracking interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s) **and monitor and ensure fidelity of implementation.**

Measure: Literacy at the Secondary Level

Students in the secondary grades receive literacy instruction aligned with current research based strategies. *Secondary grades only.*

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:	☐ **Some** (25%-59%) of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:	☐ **Majority** (60%-84%) of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:	☐ **At least 85%** of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:
• comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12 • Socratic methods	• comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12. • Socratic methods	• comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12 • Socratic methods	• comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12 • Socratic methods • debate and argumentative writing

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
• debate and argumentative writing • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.) • fluency strategies (model fluent reading, repeated reading, etc.)	• debate and argumentative writing • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.) • fluency strategies (model fluent reading, repeated reading, etc.)	• debate and argumentative writing • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.) • fluency strategies (model fluent reading, repeated reading, etc.)	• decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). • fluency strategies (model fluent reading, repeated reading, etc.)
☐ The school **does not** utilize a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, and communicates the process to parents and guardians.	☐ The school **inconsistently** utilizes a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, and communicates the process to parents and guardians.	☐ The school **consistently** utilizes a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, and communicates the process to parents and guardians.	☐ The school **consistently** utilizes a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring **and evidence-based practices**, **and provides timely and effective information to families about their students' progress, ensuring information helps them understand how to support their students.**
☐ Training and ongoing professional development **is not** provided directly to all principals and teachers in implementing research-based literacy strategies.	☐ Training and ongoing professional development is **inconsistently** provided directly to all principals and teachers in implementing research-based literacy strategies.	☐ Training and ongoing professional development is **consistently** provided directly to all principals and teachers in implementing research-based literacy strategies.	☐ Training and ongoing professional development is **consistently** provided directly to all principals and teachers in implementing research-based literacy strategies **with follow-up trainings throughout the school year**.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **has not** developed a plan to provide and track interventions to students who are not reading on grade level as well as evaluating the effectiveness of the reading intervention(s).	☐ The school is **in the process** of developing a plan to provide and track interventions to students who are not reading on grade level as well as evaluating the effectiveness of the reading intervention(s).	☐ Multiple strategies, approaches, and research-based practices are **consistently** utilized to provide and track interventions to students who are not reading on grade level as well as evaluating the effectiveness of the reading intervention(s).	☐ Multiple strategies, approaches, and research-based practices are **consistently** utilized to provide and track interventions to students who are not reading on grade level **and the effectiveness of the reading intervention(s) is evaluated and modified.**

Measure: Mathematics Elementary Instruction Prekindergarten   Grade 5

Students receive MCCR standards   based instruction aligned with current research   based strategies.

Elementary Content Domains: Counting & Cardinality (PreK K), Operations & Algebraic Thinking, Number & Operations in Base Ten, Number & Operations   Fractions (3 5), Measurement & Data, Reasoning with Mathematics (3 5), Modeling with Mathematics (3 5)

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of content from	☐ **Some** (25%-59%) of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of content from fluency to conceptual	☐ **Majority** (60%-84%) of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of content from fluency to conceptual	☐ **At least 85%** of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of instruction as needed, that may address procedural fluency, conceptual understanding, or application.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
fluency to conceptual understanding with application (grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses	understanding with application (grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)	understanding with application (grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)	(grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)

Measure: Mathematics Secondary Instruction Grade 6   High School Content Courses

Students receive MCCR standards   based instruction aligned with current research   based strategies.

Secondary Content Domains: Ratios & Proportional Relationships (6 8), Expressions & Equation (6 8), The Number System (6 8), Statistics & Probability (6 Algebra), Functions (Algebra), Number & Quantity (Algebra), Modeling with Mathematics, Reasoning with Mathematics

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of content from fluency to conceptual understanding with	☐ **Some** (25%-59%) of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of content from fluency to conceptual understanding with	☐ **Majority** (60%-84%) of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of content from fluency to conceptual understanding with	☐ **At least 85%** of classrooms observed implement evidence based mathematical instructional practices aligned to standards-based content, problem solving, and mathematical reasoning. Examples include but are not limited to instruction on: ▪ clear instructional outcomes and intentional positive mathematical mindset building (progress monitoring, perseverance, supporting productive struggle) ▪ use of mathematical representations (teacher modeling and student use of mathematical tools) ▪ scaffolding of instruction as needed, that may address procedural fluency, conceptual understanding, or application. (grade level content,

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
application (grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)	application (grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)	application (grade level content, intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)	intentional and consistent check for understanding opportunities with feedback) ▪ an emphasis on student thinking (sharing developing thinking, justifying responses)

Measure: Collaborative Learning

Students work together in small groups to cooperatively solve problems, develop answers to questions, or complete assignments.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Some** (25%-59%) of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Majority** (60%-84%) of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **At least 85%** of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the *Classroom Capture Sheet*.

Feedback

Students receive timely, specific, and structured feedback to further their learning.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrated two or more effective practices in providing and using feedback. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Some** (25%-59%) of classrooms observed demonstrated two or more effective practices in providing and using feedback. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Majority** (60%-84%) of classrooms observed demonstrate two or more examples of effective practices in providing and using feedback. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **At least 85%** of classrooms observed demonstrated two or more effective practices in providing and using feedback. Evidence will be collected from the *Classroom Capture Sheet*.

Measure: Learning Environment

Students experience a positive and supportive learning environment that fosters academic growth and the development of social and emotional competencies (self awareness, self management, social awareness, relationship skills, and responsible decision making).

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrated two or more examples of positive and supportive learning environments. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Some** (25%-59%) of classrooms observed demonstrated two or more examples of positive and supportive learning environments. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Majority** (60%-84%) of classrooms observed demonstrate two or more examples of positive and supportive learning environments. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **At least 85%** of classrooms observed demonstrated two or more examples of positive and supportive learning environments. Evidence will be collected from the *Classroom Capture Sheet*.

Student Driven Learning

Instruction is a shared experience among the teacher and students.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ **Few** (less than 25%) of classrooms observed demonstrated two or more examples of students leading learning. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Some** (25%-59%) of classrooms observed demonstrate two or more examples of students leading learning. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **Majority** (60%-84%) of classrooms observed demonstrated two or more examples of students leading learning. Evidence will be collected from the *Classroom Capture Sheet*.	☐ **At least 85%** of classrooms observed demonstrated two or more examples of students leading learning. Evidence will be collected from the *Classroom Capture Sheet*.

RATING FOR DOMAIN 1, INDICATOR 1

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

INDICATOR 3: Assessments - The school uses formative and summative assessments that are aligned to standards and provide educators with timely data to inform modification to instructional practices.

Measure: Alignment and Timing

Assessments are aligned to curriculum standards and deliver a range of data (daily, weekly, monthly, and quarterly) to sustain collaborative inquiry and continuously improve instruction.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a plan to align assessments to Maryland College and Career Standards and are embedded into the curriculum to produce a range of data to improve instruction.	☐ The school is **in the process** of developing a plan to align assessments to Maryland College and Career Standards and embedded into the curriculum to produce a range of data to improve instruction.	☐ Assessments are **aligned** to Maryland College and Career Standards and are embedded into the curriculum to produce a range of data to improve instruction.	☐ Assessments are **aligned** to Maryland College and Career Standards and are embedded into the curriculum to produce a range of data to improve instruction **that is monitored regularly and is consistently being assessed to maintain vertical and horizontal alignment of curriculum and instruction.**
☐ The school is **not in the process** of using informal and formal assessments to measure student progress towards meeting outcomes and standards.	☐ The school is **in the process** of using informal and formal assessments to measure student progress towards meeting outcomes and standards.	☐ Informal and formal assessments are **consistently** used to measure student progress toward meeting outcomes and standards.	☐ Informal and formal assessments are **consistently** used to measure student progress, **and growth toward exceeding** outcomes, standards, and schoolwide goals and benchmarks.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a plan to align assessments to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development).	☐ The school is **in the process** of developing a plan to align assessments to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development).	☐ Assessments are **aligned** to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development).	☐ Assessments are **aligned** to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development) **with consistent monitoring and tracking of students' progress.**

Measure: Purpose

Assessments are used to adjust the organization of students in the classroom, pace of instruction, or content being taught.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **does not** use assessment data to regroup students in order to provide targeted instruction.	☐ The school **inconsistently** uses assessment data to regroup students in order to provide targeted instruction.	☐ The school **consistently** uses assessment data to regroup students in order to provide targeted instruction.	☐ The school **consistently** uses assessment data to regroup students in order to provide, **monitor, and adjust** targeted instruction.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ Teachers **do not** use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content.	☐ Teachers **inconsistently** use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content.	☐ Teachers **consistently** use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content.	☐ Teachers **consistently** use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content **based on individualized student needs.**
☐ Teachers **do not** use assessments to collaborate, monitor student learning, and track performance goals.	☐ Teachers **inconsistently** use assessments to collaborate, monitor student learning, and track performance goals.	☐ Teachers **consistently** use assessments to collaborate, monitor student learning, and track performance goals.	☐ Teachers **consistently** use assessments to collaborate, monitor student learning, track goals, **and communicate performance to students and families**.

RATING FOR DOMAIN 1, INDICATOR 3

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

Domain 2: Student Support - Schools use data to identify students and implement a multi-tiered approach to support all student groups.

INDICATOR 1: Integrated Multi-Tiered System of Supports - A multi-tiered system is implemented that provides universal, targeted, and intensive, evidence-based support to students.

Measure: System of Supports

A continuum of integrated academic, social, emotional, and behavioral supports are implemented for the whole class (Tier 1), small group (Tier 2), and individual students (Tier 3) based on disaggregated student data.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ Screening **is not** conducted to identify students at risk or in need of additional academic, social, emotional, or behavioral support.	☐ Screening is conducted **once a year** to identify students at risk or in need of additional academic, social, emotional, or behavioral support.	☐ Screening is conducted **two to three times per year** to identify students at risk or in need of additional academic, social, emotional, or behavioral support.	☐ Screening is conducted **at least four times per year** to identify students at risk or in need of additional academic, social, emotional, or behavioral support.
☐ The school **does not** have a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive.	☐ The school is **in the process** of developing a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive.	☐ The school **consistently** provides a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive.	☐ The school **consistently** provides, **monitors, and adjusts** a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive **considering the academic, social, emotional and behavioral needs of students**.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school schedule **does not** allocate time during the instructional day for students to participate in interventions for academic, social, and behavioral support.	☐ The school schedule allocates **limited** time during the instructional day for students to participate in interventions for academic, social, and behavioral support.	☐ The school schedule **consistently** allocates time during the instructional day for students to participate in interventions for academic, social, and behavioral support.	☐ The school schedule **consistently** allocates time during the instructional day for students to participate in interventions for academic, social, and behavioral support **and monitors the interventions for effectiveness.**
☐ Staff **does not** receive training and ongoing support in the understanding and implementation of multi-tiered support.	☐ Staff receives **limited** training and ongoing support in the understanding and implementation of multi-tiered support.	☐ Staff receives **consistent** training and ongoing support in the understanding and implementation of multi-tiered support.	☐ Staff receives **consistent** training and ongoing support **in evidence-based teaching at each tier to understand, implement, and monitor multi-tiered supports.**
☐ Progress monitoring **is not** used to analyze data, assess performance, and evaluate the effectiveness of interventions.	☐ Progress monitoring is used **inconsistently** to analyze data, assess performance, and evaluate the effectiveness of interventions.	☐ Progress monitoring is used **consistently** to analyze data, assess performance, and evaluate the effectiveness of interventions.	☐ Progress monitoring is used **consistently** to analyze data, assess performance, and evaluate the effectiveness of interventions **and adjust supports as needed to make instructional changes to improve students' academic progress.**
☐ The school **does not** analyze disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers.	☐ The school **inconsistently** analyzes disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers.	☐ The school **consistently** analyzes disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers.	☐ The school **consistently** analyzes disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers **addressing disparities through a root cause analysis, cultural competencies, and a critical collaborative inquiry.**

Measure: College and Career Readiness (CCR) Support Pathway

Dedicated and individualized support for students not yet meeting CCR standards. * *High School only*

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ Students not meeting CCR standards **are not** monitored and supported by the school through: • individualized support plans tailored toward specific student needs; and/or • enrollment in an extended curriculum with alternative approaches; and/or • other evidence-based strategies to help students meet the CCR standard.	☐ Students not meeting CCR standards are **inconsistently** monitored and supported by the school through: • individualized support plans tailored toward specific student needs; and/or • enrollment in an extended curriculum with alternative approaches; and/or • other evidence-based strategies to help students meet the CCR standard.	☐ Students not meeting CCR standards are **consistently** monitored and supported by the school through: • individualized support plans tailored toward specific student needs; and/or • enrollment in an extended curriculum with alternative approaches; and/or • other evidence-based strategies to help students meet the CCR standard.	☐ Students not meeting CCR standards are **consistently** monitored **and have an effective communication system with families to support students to perform at a higher level** through: • individualized support plans tailored toward specific student needs; and/or • enrollment in an extended curriculum with alternative approaches, and/or • other evidence-based strategies to help meet the CCR standard.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of creating and utilizing an asset map of internal and external career counseling resources to help students identify key contributors, funding, and other opportunities, as well as, to identify and explore their individual areas of interest and the careers with which they align.	☐ The school **is in the process** of creating career counseling resources to help students identify key contributors, funding, and other opportunities, as well as, to identify and explore their individual areas of interest and the careers with which they align.	☐ The school **consistently** utilizes college and career counseling resources to help students identify key contributors, funding, and other opportunities, as well as, to identify and explore their individual areas of interest and the careers with which they align.	☐ The school **consistently** utilizes college and career counseling to help students identify post-secondary resources such as scholarships, grants, and other opportunities, as well as to identify and explore their individual areas of interest and the careers with which they align, **while consistently evaluating and tracking the effectiveness of the services.**

Measure: Post CCR Pathways

Students developing an in depth specialization and earn recognized credentials for completion. * *High School only*

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a plan that systematically monitors and increases enrollment of historically underserved students into post-CCR Pathways such as: • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs	☐ The school is **in the process** of developing a plan that systematically monitors and increases enrollment of historically underserved students into post-CCR Pathways such as: • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs	☐ The school **consistently** and systematically monitors and increases enrollment of historically underserved students into post-CCR Pathways such as: • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs	☐ The school **consistently** and systematically monitors and increases enrollment of historically underserved students, **and has structures in place to retain students in** post-CCR Pathways such as: • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs
☐ The school is **not in the process** of developing a program of study that works in partnership with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet the CCR standard.	☐ The school is **in the process** of developing a program of study that works in partnership with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet the CCR standard.	☐ The school **consistently** partners with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet the CCR standard.	☐ The school **consistently** partners with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet CCR standard **while providing infrastructure and resources to remove barriers.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program.	☐ The school **is in the process** of developing a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program.	☐ The school **consistently** offers a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program.	☐ The school **consistently** offers a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program **assessing the needs for program modifications.**

Measure: Supplemental Tutoring

An evidence based effective strategy to support students toward academic success.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a plan to provide tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners for students in need of additional help.	☐ The school is **in the process** of developing a plan to provide tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners in which students need additional help.	☐ The school's plan **consistently** provides tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners in which students need additional help.	☐ The school's plan **consistently** provides tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners in which students need additional help **and assesses the effectiveness of the tutoring.**
☐ The school **does not** utilize evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss.	☐ The school **inconsistently** utilizes evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss.	☐ The school **consistently** utilizes evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss.	☐ The school **consistently** utilizes evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss **while assessing the efficacy of the strategies.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a plan to track student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district).	☐ The school is **in the process** of developing a plan to track student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district).	☐ The school **consistently** tracks student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district).	☐ The school **consistently** tracks student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district) **while sharing data with students to promote engagement and personal effort.**

Measure: Mental Health Support

The school implements a well structured plan and appoints qualified personnel to ensure the mental well being of students.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **has not developed** a well-structured, evidence-based process embedded into the school day, that will be used to identify students in need of mental health support, referral of students to the appropriate services, and that monitors student progress.	☐ The school is **developing** a well-structured, evidence-based process embedded into the school day, that will be used to identify students in need of mental health support, referral of students to the appropriate services, and monitor student progress.	☐ The school has a well-structured, evidence-based process embedded into the school day, that is **consistently** used to identify students in need of mental health support, referral of students to the appropriate services, and that monitors student progress.	☐ The school has a well-structured, evidence-based process embedded into the school day, that is **consistently** used to identify students in need of mental health support, **establish a process** for referral of students to the appropriate services, and **develop partnerships with mental health service providers that support the school in the monitoring of student progress.**
☐ The school is **not in the process** of developing opportunities for staff to receive trainings and certifications to implement best	☐ The school is **in the process** of developing opportunities for staff to receive trainings and certifications to implement best	☐ The school **consistently** provides opportunities for staff to receive trainings and certifications to implement best practices, which	☐ The school **consistently** provides opportunities for staff to receive trainings and certifications to implement best practices **that**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
practices, which are supportive of student's mental well-being including but not limited to: • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse reporting, identification of at-risk behaviors, and referral processes. • certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program.	practices, which are supportive of student's mental well-being including but not limited to: • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse reporting, identification of at-risk behaviors, and referral processes. • certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program.	are supportive of student's mental well-being including but not limited to: • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse reporting, identification of at-risk behaviors, and referral processes. • certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program.	**incorporate targeted trauma-informed strategies to support students experiencing symptoms of trauma,** and are supportive of student's mental well-being including but not limited to: • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse reporting, identification of at-risk behaviors, and referral processes. • certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program.
☐ The school is **not in the process** of analyzing data to develop a monitoring process to determine if additional mental health support is required in collaboration with input from service providers and parent/guardian input.	☐ The school is **in the process** of analyzing data to develop a monitoring process to determine if additional mental health support is required in collaboration with service providers parent/guardian input.	☐ The school utilizes data to **consistently** monitor processes to determine if additional mental health support is required in collaboration with service providers, parent/guardian input.	☐ The school **consistently** utilizes disaggregated **data by subgroups** to **identify any disparities and inform efforts to promote equity while monitoring** processes to determine if additional mental health support is required in collaboration with service providers and parent/guardian input.
☐ The school is **not in the process** of employing community-based mental health professionals to consistently collaborate with school leaders to guide	☐ The school is **in the process** of employing community-based mental health professionals to consistently collaborate with school leaders to guide	☐ A team of school-employed and community-based mental health professionals **consistently** collaborate with school leaders to guide implementation and	☐ A team of school-employed and community-based mental health professionals **consistently** collaborate with school leaders to guide implementation and decision-making

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
implementation and decision-making regarding mental health supports for students.	implementation and decision-making regarding mental health supports for students.	decision-making regarding mental health supports for students.	and **monitor and adjust services regarding mental health supports for individual student needs**.

RATING FOR DOMAIN 2, INDICATOR 1

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

INDICATOR 2: Community Schools: (Only applies to schools receiving a Concentration of Poverty Grant)

Measure: Implementation with Fidelity

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families.

Year 1: Conducting a needs assessment and hiring of a full time community school coordinator and healthcare practitioner.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **has not conducted** a needs assessment.	☐ The school is **planning** to conduct a needs assessment.	☐ The school **is conducting** a needs assessment that includes: • asset map • partnership inventory • quantitative data analysis • surveys • focus groups and interviews	☐ The school, **with input from a variety of stakeholders**, **is conducting** a needs assessment that includes: • asset map • partnership inventory • quantitative data analysis • surveys • focus groups and interviews
☐ The school is **not in the process** of hiring a full-time community school coordinator.	☐ The school is **in the process** of hiring a full-time community school coordinator.	☐ The school has a full-time community school coordinator who **consistently** works on the needs assessment.	☐ The school has a full-time community school coordinator who **consistently** works on the needs assessment, is a member of the school's leadership team, and **is empowered by the principal to support the community school's**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
			mission and vision.
☐ The school is **not in the process** of attaining coverage from a full-time professional healthcare practitioner(s) practicing within the scope of their license.	☐ The school **is in the process** of attaining coverage from a full-time professional healthcare practitioner(s) practicing within the scope of their license.	☐ The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license and **provides services to the school community.**	☐ The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services, **and is involved in the needs assessment process.**

RATING FOR DOMAIN 2, INDICATOR 2

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

Measure: Implementation with Fidelity

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families.

Year 2: The community school coordinator manages school staff and the process of analyzing the needs assessment in order to develop the implementation plan.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **has not** begun the implementation plan process.	☐ The school is working on **developing** a comprehensive implementation plan.	☐ The school is working on developing a comprehensive implementation plan **based on data from the needs assessment.**	☐ The school is working on developing a comprehensive implementation plan based on data from the needs assessment and **input from a variety of stakeholders.**
☐ The school **has not** analyzed the needs assessment data to identify 3-4 SMART goals to incorporate into the implementation plan.	☐ The school **is in the process** of analyzing the needs assessment data to identify 3-4 SMART goals to incorporate into the implementation plan.	☐ The school **has analyzed** the needs assessment data to identify 3-4 SMART goals to incorporate into the implementation plan.	☐ The school has analyzed the needs assessment data, identified 3-4 SMART goals to incorporate into the implementation plan, and **is in the process of refining goals based on internal and external stakeholder feedback.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **is not in the process** of identifying and establishing key components in its implementation plan. Key components include: • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan	☐ The school **is in the process** of identifying and establishing key components in its implementation plan. Key components include: • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan	☐ The school has identified and established **all** key components in its implementation plan **and aligned them with SMART goals based on the needs assessment.** Key components include: • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan	☐ The school has identified and established **all** key components in its implementation plan, **aligned them with SMART goals based on the needs assessment, and established procedures for the monitoring of goals and evidence-based strategies.** • Key components include: • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan
☐ The school is **not in the process** of hiring a full-time community school coordinator.	☐ The school is **in the process** of hiring a full-time community school coordinator.	☐ The school has a full-time community school coordinator **who manages the** development of the implementation plan.	☐ The school has a full-time community school coordinator who manages the development of the implementation plan, is a member of the school's leadership team, **involves input from a variety of stakeholders, and is empowered by the principal to support the community school's mission and vision.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of attaining coverage from a full-time professional healthcare practitioner(s).	☐ The school **is in the process** of attaining coverage from a full-time professional healthcare practitioner(s).	☐ The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, **provides services to the school community, tracks the school's health trends, and is involved in the development of the implementation plan.**	☐ The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services, **tracks the school's health trends, is involved in the development of the implementation plan, and ensures evidence-based strategies related to improving health services for students and families.**

RATING FOR DOMAIN 2, INDICATOR 2

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

Measure: Implementation with Fidelity

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families.

Year 3+: The community school coordinator leads school staff, measures, tracks, and adjusts the implementation plan goals, and ensures that wraparound services are provided.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school has a comprehensive implementation plan but **does not** monitor the implementation plan's goals and/or use data to adjust services based on the needs of the community.	☐ The school has a comprehensive implementation plan, but **inconsistently** monitors the implementation plan's goals **and/or inconsistently** uses data to adjust services based on the needs of the community.	☐ The school has a comprehensive implementation plan, **consistently** monitors the implementation plan's goals, and **consistently** uses data to adjust services based on the needs of the community.	☐ The school has a comprehensive implementation plan, **consistently** monitors the implementation plan's goals **with an effective and transparent process,** and **consistently** uses data to adjust services based on the needs of **stakeholders to ensure alignment and coherence between the school and community.**
☐ The school is **not in the process** of implementing a plan to coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries.	☐ The school is **in the process** of implementing a plan to coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries.	☐ The school **consistently implements a plan to** coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries.	☐ The school **consistently implements a plan to** coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries, **and uses stakeholder feedback to adjust program and services**.

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **is not in the process** of delivering a variety of wraparound services to improve outcomes for students and families.	☐ The school **is in the process** of delivering a variety of wraparound services to improve outcomes for students and families.	☐ The school **consistently delivers** a variety of wraparound services to improve outcomes for students and families and measures and tracks the effectiveness of wraparound services and partnerships using a data monitoring system.	☐ The school **consistently elicits stakeholder feedback to** deliver a variety of wraparound services to improve outcomes for students and families and measures and tracks the effectiveness of wraparound services and partnerships using a data monitoring system.
☐ The school is not **in the process** of seeking input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community.	☐ The school is **in the process** of seeking input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community.	☐ The school **consistently** seeks input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community.	☐ The school **consistently** seeks input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community and **uses input to adjust and modify services.**
☐ The school is **not in the process** of hiring a full-time community school coordinator.	☐ The school is **in the process** of hiring a full-time community school coordinator.	☐ The school **has** a full-time community school coordinator who leads the implementation plan and adjusts and refines goals.	☐ The school has a full-time community school coordinator who leads the implementation plan, adjust and refines goals, is a member of the school's leadership team, involves input from a variety of stakeholders, and **is empowered by the principal to support the community school's mission and vision.**

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of attaining coverage from a full-time professional healthcare practitioner(s).	☐ The school **is in the process** of attaining coverage from a full-time professional healthcare practitioner(s).	☐ The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, **provides services to the school community, tracks the school's health trends, and is involved in the adjusting and refining of the implementation plan.**	☐ The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services, tracks the school's health trends, is involved in the adjusting and refining of the implementation plan, **and ensures evidence-based strategies related to improving health services for students and families.**

RATING FOR DOMAIN 2, INDICATOR 2

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

IINDICATOR 3: Opportunities and Access - All students are afforded equitable access to school programming and support.

Measure: Progress Monitoring System

The school measures student progress toward graduating on time.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a plan to implement differentiated interventions to support each student identified as being off track for on time graduation.	☐ The school **is in the process** of developing a plan to implement differentiated interventions to support each student identified as being off track for on time graduation.	☐ The school **consistently** utilizes a plan to implement differentiated interventions to support each student identified as being off track for on time graduation.	☐ The school **consistently** utilizes a plan to implement differentiated interventions to support each student identified as being off track for on time graduation and **assesses the effectiveness of the interventions.**
☐ The school **does not** have a process to track all students after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitors each student's progress toward graduating on time.	☐ The school is **developing a process** to track all students after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitors each student's progress toward graduating on time.	☐ The school tracks all students **consistently** after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitors each student's progress toward graduating on time.	☐ The school tracks all students **consistently** after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitor each student's progress toward graduating on time, **develops an individualized plan for each student, and reviews student progress.**

Measure: Access to Advanced Coursework

All students have access to credit bearing, advanced, rigorous coursework. *High School only*

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **does not** provide services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post–CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.).	☐ The school is **in the process** of providing services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post–CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.).	☐The school **consistently** provides services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post–CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.).	☐ The school **consistently** provides services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post–CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.) **and assesses their efficacy based on data, including student feedback.**
☐ The school **does not analyze** disaggregated data to identify disproportionality within enrollment in advanced courses and does not develop a plan of action to address the disparities and exclusion from advanced coursework.	☐ The school is **in the process** of analyzing disaggregated data to identify disproportionality within enrollment in advanced courses and is in the process of developing a plan of action to address the disparities and exclusion from advanced coursework.	☐ The school **consistently** analyzes disaggregated data to identify disproportionality within enrollment in advanced courses and plan of action is being implemented to address the disparities and exclusion from advanced coursework.	☐ The school **consistently** analyzes disaggregated data to identify disproportionality within enrollment in advanced courses and a plan of action is being implemented to address the disparities and exclusion from advanced coursework which is based on student **and teacher input.**

Measure: Access to well rounded curriculum

All students have access to courses in art, career and technical education, world language, STEM, or other content areas beyond mathematics, ELA, science, and social studies.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is not **in the process** of offering a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs.	☐ The school is **in the process** of offering a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs.	☐ The school **consistently** offers a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs.	☐ The school **consistently** offers a variety of well-rounded courses for students to enroll in, including advanced c**lasses and elective programs, and expand class offerings as need.**
☐ The school is **not in the process** of analyzing disaggregated data within well-rounded courses and does not incorporate evidence-based strategies to address the underrepresentation of student groups in well-rounded courses.	☐ The school is **in the process** of analyzing disaggregated data within well-rounded courses and incorporating evidence-based strategies to address the underrepresentation of student groups in well-rounded courses.	☐ The school **consistently** analyzes disaggregated data within well-rounded courses and incorporates evidence-based strategies to address the underrepresentation of student groups.	☐ The school **consistently** analyzes disaggregated data within well-rounded courses and incorporates evidence-based strategies to address the underrepresentation of student groups in well-rounded courses and based **on student and teacher feedback.**

Measure: Equitable Access to High Quality Teachers

Students with identified needs are assigned to the school's highly effective teachers.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of analyzing teacher assignments based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers.	☐ The school is **in the process** of analyzing teacher assignments based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers.	☐ Teachers are **consistently** assigned to teach classes based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers.	☐ Teachers are **consistently** assigned to teach classes based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers **meeting the individualized needs of students**.
☐ The school is **not developing a process** to ensure students groups with lower academic performance are taught by experienced and effective teachers.	☐ The school is **developing a process** to ensure students with lower academic performance are taught by experienced and effective teachers.	☐ Student groups with lower academic performance are **consistently** taught by experienced and effective teachers.	☐ Student groups with lower academic performance are **consistently taught and student progress is monitored** by experienced and effective teachers.

RATING FOR DOMAIN 2, INDICATOR 3

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

Domain 3: Educator Support - Educators at all levels are provided with support to improve student outcomes and shift instructional practice.

INDICATOR 1: Observations and Feedback - Teachers and school leaders engage in a regular cycle of observations and feedback to enhance their professional practice.

Measure: Observation and Feedback

Teachers and leaders are regularly observed and receive actionable feedback from their supervisors designed to support professional growth and improve student outcomes.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ Teachers and school leaders are **not in the process** of developing a plan to engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations.	☐ Teachers and school leaders are **in the process** of developing a plan to engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations.	☐ Teachers and school leaders **consistently** engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations.	☐ Teachers and school leaders **consistently** engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations **enhancing classroom-based instruction that may also include opportunities for teacher-to-teacher peer observations and sharing of best practice.**

☐ District and school leaders **do not** deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes.	☐ District and school leaders **inconsistently** deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes.	☐ District and school leaders **consistently** deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes.	☐ District and school leaders **consistently** deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes **resulting in shared improvements in teacher practice and mastery of goals for groups of students**

RATING FOR DOMAIN 3, INDICATOR 1

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

Domain 3: Educator Support - Educators at all levels are provided with support to improve student outcomes and shift instructional practice.

INDICATOR 2: Professional Learning - Professional learning opportunities are timely, differentiated based on data, and support improvements in instructional practice.

Measure: Professional Learning

Teachers and leaders engage in a cycle of learning that is job embedded, aligned to research based practices, and grounded in data.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not in the process** of developing a professional learning plan that is job-embedded, research-based, grounded in data, reflects effective practices for adult learners, and aligned to school or district student growth goals. Examples of job-embedded opportunities include: • action research • case study/ discussions • coaching/mentoring • critical friends groups • data teams/ assessment	☐ The school is **in the process** of developing a professional learning plan that is job-embedded, research-based, grounded in data, reflects effective practices for adult learners, and aligned to school or district student growth goals. Examples of job- embedded opportunities include: • action research • case study/ discussions • coaching/ mentoring • critical friends groups • data teams/ assessment	☐ Professional learning is **consistently** job-embedded, research-based, grounded in data, reflects effective practices for adult learners, and aligned to school or district student growth goals. Examples of job- embedded opportunities include: • action research • case study/ discussions • coaching/ mentoring • critical friends groups • data teams/ assessment development	☐ Professional learning is **consistently** job-embedded, research-based, grounded in data, reflects effective practices for adult learners, **with an ongoing analysis that improves teacher practice across classrooms** and is aligned to school or district student growth goals. Examples of job- embedded opportunities include: • action research • case study/ discussions • coaching/ mentoring • critical friends groups • data teams/ assessment

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities	development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities	• examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities	development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities
☐ Professional learning is **not** monitored using a system to collect and analyze data, measure the effectiveness of the learning experience, and identify supports needed for educators.	☐ Professional learning is **inconsistently** monitored using a system to measure the effectiveness of the learning experience, and identify supports needed for educators.	☐ Professional learning is **consistently** monitored using a system to measure the effectiveness of the learning experience and supports needed for educators are identified.	☐ Professional learning is **consistently** monitored using a system to measure the effectiveness of the learning experience and supports needed for educators are identified **using ongoing data collection and analysis of teacher practice across classrooms.**
☐ The school **is not** in the process of developing a plan to utilize data to modify and inform future professional learning opportunities to better support the needs of the educators.	☐ The school is **in the process** of developing a plan to utilize data to modify and inform future professional learning opportunities to better support the needs of the educators.	☐ The school **consistently** utilizes data to modify and inform future professional learning opportunities to better support the needs of the educators.	☐ The school **consistently** utilizes data to modify and inform future professional learning opportunities to better support the needs of the educators while **evaluating and adjusting the use of organizational resources aligning to what individual teachers need to support student mastery.**

Measure: Data Support

Teachers and leaders participate in ongoing, job embedded professional learning on how to use data to improve student outcomes.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **does not** provide access to disaggregated student data (e.g., race, gender, and service group) in real-time for teachers and leaders.	☐ The school has **limited** access to disaggregated student data (e.g., race, gender, and service group) in real-time for teachers and leaders.	☐ Disaggregated student data (e.g., race, gender, and service group) is **consistently** accessible in real-time for teachers and leaders.	☐ Disaggregated student data (e.g., race, gender, and service group) is **consistently** accessible in real-time for teachers and leaders **with tracking of progress to better inform adaptations along the way.**
☐ The school **does not** provide training on how to access and analyze disaggregated data to inform instruction and school improvement.	☐ The school **inconsistently** provides training on how to access and analyze disaggregated data to inform instruction and school improvement.	☐ The school **consistently** provides opportunities for training on how to access and analyze disaggregated data to inform instruction and school improvement.	☐ The school **consistently** provides training on how to access and analyze disaggregated data to inform instruction and school improvement and **evaluates the effectiveness of the training.**
☐ The school **does not** provide time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement. .	☐ The school **inconsistently** provides time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement.	☐ The school **consistently** provides time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement.	☐ The school **consistently** provides time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement **while supporting the areas of knowledge and skills educators want to develop.**

Measure: Educator Needs

The school day provides teachers with peer collaboration time.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **does not** provide time embedded within the school day for teachers to work in teams by subject and grade, review individual student needs, analyze data, and develop plans to continuously improve instruction.	☐ The school provides **limited** time embedded within the school day for teachers to work in teams by subject and grade, review individual student needs, analyze data, and develop plans to continuously improve instruction.	☐ The school provides teachers with **consistent** time embedded within the school day to work in teams by subject and grade, review individual student needs, analyze data, and develop plans to continuously improve instruction.	☐ The school provides teachers with **consistent** time embedded within the school day to work in teams by subject and grade, review individual student needs, analyze data, develop plans to continuously improve instruction, **and share best practices to improve classroom instruction**.
☐ Teachers on the career ladder **are not** supported during the school day with professional learning and peer collaboration time.	☐ Teachers on the career ladder have **limited** support during the school day with professional learning and peer collaboration time.	☐ Teachers on the career ladder are **consistently** supported during the school day with professional learning and peer collaboration time.	☐ Teachers on the career ladder are **consistently** supported during the school day with professional learning, peer collaboration time, **and mentoring by highly qualified teachers.**

RATING FOR DOMAIN 3, INDICATOR 2

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____

Domain 3: Educator Support - Educators at all levels are provided with support to improve student outcomes and shift instructional practice.

INDICATOR 3: Career Growth - The Maryland Career Ladder for Educators is implemented as intended.

Measure: Mentoring/Coaching

New teachers (0 3 years) are provided with job embedded induction and support.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **is not** in the process of developing a plan to provide new teachers with induction activities such as: • mentoring • peer observation • assistance with planning • differentiated professional learning	☐ The school is **in the process** of developing a plan to provide new teachers with induction activities such as: • mentoring • peer observation • assistance with planning • differentiated professional learning	☐ The school **consistently** provides new teachers with induction activities such as: • mentoring • peer observation • assistance with planning • differentiated professional learning	☐ The school **consistently** provides new teachers with **comprehensive induction activities and examines the effectiveness of the activities based on mentor and new teacher feedback** activities include: • mentoring • peer observation • assistance with planning • differentiated professional learning

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school **does not** provide highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers.	☐ The school **is in the process of** providing highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers.	☐ The school **consistently** provides highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers.	☐ The school **consistently** provides highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers and **ensure new teachers have common planning time with mentors.**
☐ The school is **not in the process** of developing a program in which highly qualified mentors/ coaches will observe (informal) and provide actionable feedback to their mentee.	☐ The school is **in the process** of developing a program in which highly qualified mentors/ coaches will observe (informal) and provide actionable feedback to their mentee.	☐ Highly qualified mentors/coaches **consistently** observe (informal) and provide actionable feedback to their mentee.	☐ Highly qualified mentors/coaches **consistently** observe (informal) and provide actionable feedback to their mentee and **use a process to assess effectiveness.**
☐ The school is **not in the process** of developing a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers.	☐ The school is **in the process** of developing a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers.	☐ The school **consistently** provides a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers.	☐ The school **consistently** provides a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers **with high-quality feedback designed to improve the practice of all educators.**

Measure: Career Ladder

A career ladder is implemented to support the growth and advancement of teachers and leaders.

☐ Not applicable

Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
☐ The school is **not knowledgeable** of the LEA's plans to develop a career ladder that supports educators in advancing to the teacher leader and school admin pathways.	☐ The school is knowledgeable of the LEA's developed career ladder; however, **it is not in the process** of creating a plan that supports educators in advancing to the teacher leader and school admin pathways.	☐ The school is knowledgeable of the LEA's developed career ladder and is **in the process** of creating a plan that supports educators in advancing to the teacher leader and school admin pathways.	☐ The school is knowledgeable of the LEA's developed career ladder and **has a plan** that supports educators in advancing to the teacher leader and school admin pathways.
☐ The school is **not in the process** of providing supports, job-embedded professional development, and encouraging the growth and advancement of teachers and leaders.	☐ The school is **in the process** of providing, supports, job-embedded professional development, and encouraging the growth and advancement of teachers and leaders.	☐ The school **consistently** provides supports, job-embedded professional development, and encourages the growth and advancement of teachers and leaders.	☐ The school **consistently** provides supports and job-embedded professional development, encourages the growth and advancement of teachers and leaders, and **assesses the effectiveness of these supports.**
☐ The school **is not in the process of developing a support program** to encourage current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups.	☐ The school **is in the process of developing a support program** to encourage current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups.	☐ The school **consistently** encourages and supports current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups.	☐ The school **consistently** encourages and supports current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups, **and are strategically placed to meet the individual needs of students who are struggling academically.**

RATING FOR DOMAIN 3, INDICATOR 3

Not Applicable	Not Evident	Developing	Accomplishing	Accomplishing with Continuous Improvement
_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____