Standard 1 - Instructional Leadership - PLS is a World Class Instructional Leader

1.1 PLS develops teacher expertise in creating World Class backward planned units.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS empowers teachers to create units where there is alignment between World Class outcomes, World Class assessments, and World Class teaching strategies in every classroom for every student.

E: PLS works with all teachers (model, mentor, and/or coach) to ensure alignment between World Class outcomes, World Class assessments, and World Class strategies.

PE: PLS works with some teachers to align outcomes, assessments, and strategies.

I: Alignment between outcomes, assessments, and strategies does not exist in many classrooms throughout the school, due to lack of PLS's efforts and/or coaching.

1.2 PLS develops teacher expertise in differentiating World Class Outcomes (stage 1) for all students.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates and empowers teachers to create units in which students and teachers select personalized World Class Outcomes from the GVC -- naturally integrating multiple disciplines and one or more 21st century skills during stage 1 of backward planning.

E: PLS works with all teachers (model, mentor, and/or coach) to collaborate with students to create units where students and teachers select personalized World Class Outcomes from the GVC -- naturally integrating multiple disciplines and one or more 21st century skills during stage 1 of backward planning.

PE: PLS works with some teachers to select personalized World Class Outcomes from GVC and 4 Cs, naturally integrating multiple disciplines and one or more 21st century skill during stage 1 of backward planning.

I: Differentiated practices do not exist in many classrooms throughout the school, due to lack of PLS' efforts and/or coaching.

1.3 PLS develops teacher expertise in using a Balanced Assessment System (stage 2) for all students.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates and empowers teachers to create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes and provide personalized feedback to all students.

E: PLS works with all teachers (model, mentor, and/or coach) to create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes and provide personalized feedback to all students.

PE: PLS works with some teachers to use a balanced assessment system that provides a performance demonstration of mastery of all students toward mastery of World Class Outcomes, guaranteeing all students receive personalized feedback.

I: Balanced Assessment practices do not exist in many classrooms throughout the school, due to lack of PLS's efforts and/or coaching.

1.4 PLS develops teacher expertise in providing differentiated learning opportunities (stage 3) for all students.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates and empowers teachers to create units in collaboration with students that include personalized, sustainable learning opportunities (stage 3), including learning opportunities that require students to synthesize, analyze, evaluate, and create with new learning/ideas and skills, that facilitate mastery of World Class Outcomes based on students' unique needs.

E: PLS works with all teachers (model, mentor, and/or coach) to collaborate with students to create units that include personalized, sustainable learning opportunities (stage 3), including learning opportunities that require students to synthesize, analyze, evaluate, and create with new learning/ideas and skills, that facilitate mastery of World Class Outcomes based on students' unique needs.

PE: PLS works with some teachers to offer students more than one sustainable learning opportunity to facilitate mastery of World Class Outcomes.
I: Differentiated instructional opportunities do not exist in many classrooms throughout the school, due to lack of PLS's efforts and/or coaching.

1.5 PLS develops teacher expertise in providing World Class instructional strategies (stage 3) for all students.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates and empowers teachers to develop units and implement learning opportunities that require students to synthesize, analyze, evaluate, and create with new learning/ideas and skills.
E: PLS works with all teachers (model, mentor, and/or coach) to collaborate with students to develop units and implement learning opportunities that require students to synthesize, analyze, evaluate, and create with new learning/ideas and skills.
PE: PLS works with some teachers to offer students learning opportunities that require students to use new understandings and skills to synthesize, analyze, evaluate, and create.
I: Many classrooms provide lower-order learning opportunities (memorize, know, understand), due to lack of PLS's leadership, efforts, and/or attention.

Standard 2 -STAFF DEVELOPER: PLS provides personalized coaching to staff.

2.1 PLS differentiates staff coaching.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates with each staff member to create a personalized growth plan aligned to the individual's goals based on a body of evidence, the school's vision, continuous improvement plans, and the district's strategic plan; and provides specific ongoing feedback on those goals.
E: PLS coaches staff by collaboratively creating a personalized growth plan that is aligned to the individual's goals based on a body of evidence, the school's vision, continuous improvement plans, and the district's strategic plan.
PE: PLS consults with staff members to create a personalized growth plan.
I: PLS supports staff with resources for improvement if necessary.

2.2 PLS differentiates support in a World Class Induction Program.

4 Point Matrix

HE: PLS evaluates the needs of each individual inductee, then collaboratively plans and implements a high-quality Induction Program. PLS purposefully assesses, monitors and tracks growth of inductees and works to identify/implement needed training and support with the staff member.
E: PLS evaluates the needs of each individual inductee, then plans and implements a high-quality Induction Program. PLS informally monitored the growth of inductees and provides resources and training to support development.
PE: PLS provides universal support for inductees.
I: PLS provides support for inductees as needed.

2.3 PLS is a World Class teacher.

4 Point Matrix

HE: PLS facilitates World Class professional development that models highly effective CITE standards 1-3 and follows up with support as needed.
E: PLS facilitates World Class professional development that models highly effective CITE standards 1-3.
PE: PLS delivers effective professional development that models highly effective CITE standards 1-3.
I: PLS delivers/ensures partially effective professional development according to CITE standards 1-3.

2.4 PLS develops teacher confidence to take learner-centered risks.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates and empowers staff to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.

E: PLS works with all teachers (model, mentor, and/or coach) to take educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
PE: PLS works with some teachers to take educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
I: Many teachers have not taken risks, due to lack of PLS's efforts and/or coaching.

Standard 3 - COLLABORATIVE LEADERSHIP: PLS collaborates with administration to provide a World Class Education.

3.1 PLS facilitates professional learning communities (team/school/department alignment).

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates with school leadership to coordinate instructional and programmatic work throughout the school and helps lead PLC work and initiatives that includes shared purpose, common goals and monitoring of stated goals.

E: PLS collaborates with school leadership to coordinate vertical and horizontal alignment of instructional and programmatic work throughout the school.

PE: PLS collaborates with school leadership to coordinate either instructional or programmatic work throughout the school.

I: PLS does not collaborate with leadership to facilitate or coordinate alignment.

3.2 PLS collaborates with school leadership to create continuous improvement plan (to build World Class opportunities for staff).

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates with leadership, staff and other stakeholders to provide world class professional development for continuous improvement.

E: PLS collaborates with leadership to backward plan effective school-wide professional development for continuous improvement.

PE: PLS provides school-wide professional development that may not be backward planned or has unclear outcomes, or isn't evaluated for effectiveness or continuous improvement.

I: PLS does not collaborate, coordinate or facilitate school-wide professional development for continuous improvement.

3.3 PLS collaborates with leadership to implement continuous improvement plan (leads school initiatives).

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS collaborates with school, district leadership, and other stakeholders to implement professional development opportunities that support the continuous improvement plan, have choice, and models highly effective instructional techniques.

E: PLS collaborates with leadership to implement professional development to support school initiatives.

PE: PLS implements professional development that somewhat supports school initiatives.

I: PLS implements professional development unaligned to school initiatives or continuous improvement

3.4 PLS serves as a liaison between school and district.

④Highly Effective ③Effective ②Partially Effective ①Ineffective

HE: PLS shares and trains staff with important and relevant district information in a thoughtful and timely manner by backward planning and creating meaningful opportunities for transfer of information.

E: PLS shares important and relevant district information with staff
PE: PLS shares important and relevant district information with staff without consideration of need, timeliness, impact or support.
I: PLS does not share district information.

Standard 4 – CULTURE & CLIMATE: PLS models and collaborates with staff and students to create a respectful and restorative culture and climate.

4.1 PLS models and collaborates with staff and students to create an environment that is safe.
④Highly Effective ③Effective ②Partially Effective ①Ineffective
HE: PLS collaborates with staff to construct and support a school environment that is both physically and emotionally safe for all staff and students.
E: PLS promotes an environment that is both physically and emotionally safe for all staff and students.
PE: PLS presents rules/guidelines to support staff in creating/establishing environments that are physically and emotionally safe.
I: PLS does not work with staff around issues of physical and emotional safety of staff and students.
4.2 PLS facilitates opportunities for staff and students to construct, understand, and practice a restorative school environment.
④Highly Effective ③Effective ②Partially Effective ①Ineffective
HE: PLS collaborates and empowers staff to form and maintain a restorative school community. PLS facilitates positive opportunities for teachers and students to have a voice in their community, learn from their mistakes, and restore relationships when they have been harmed.
E: PLS facilitates the opportunity for all staff to develop a restorative community. PLS facilitates positive opportunities for staff members to have a voice in their community, learn from their mistakes, and restore relationships when they have been harmed.
PE: PLS provides the opportunity for staff members to understand elements of restorative practices.
I: PLS does not provide opportunity for staff to learn about, develop or maintain a restorative school community.
4.3 PLS supports the development of an environment that honors staff differences and facilitates opportunities for staff to explore and respect different points of view.
④Highly Effective ③Effective ②Partially Effective ①Ineffective
HE: PLS collaborates and empowers staff to facilitate an environment where staff members express and explore different points of view in a safe and respectful manner.
E: PLS facilitates an environment where staff members express different points of view in a safe and respectful manner.
PE: PLS promotes an environment where some staff members feel safe to express and explore different points of view.
I: PLS establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 PLS models and establishes positive relationships with all staff where high levels of trust exist.
④Highly Effective ③Effective ②Partially Effective ①Ineffective
HE: PLS respectfully interacts with staff members and differentiates interactions based on knowledge of each staff member and his/her needs. High levels of trust exist in the relationships.
E: PLS respectfully interacts with all staff members. Trust is evident.
PE: PLS creates a school environment that encourages and builds positive relationships with most staff members. Trust is evident with some staff members
I: PLS creates a school environment where staff members are directed to interact respectfully. Relationships lack trust.

Standard 5 – PROFESSIONALISM: PLS demonstrates professional growth and development, leadership, and professionalism.
5.1 PLS works collaboratively with colleagues for the benefit of students.
4 Point Matrix
HE: PLS creates/leads/supports collaborative teams which include all colleagues to provide high quality, integrated wrap-around support.
E: PLS participates on collaborative teams that include all colleagues to provide high quality, integrated wrap-around support.
PE: PLS participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: PLS participates as required, and collaboration with colleagues may be limited to cordial relationships.
5.2 PLS creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.
④Highly Effective ③Effective ②Partially Effective ①Ineffective
HE: PLS creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: PLS creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: PLS creates a professional growth plan aimed at acquiring new skills to improve learning that is partially related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: PLS creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 PLS demonstrates application of professional learning to practice.
④Highly Effective ③Effective ②Partially Effective ①Ineffective
HE: PLS engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practices, and successfully implements and measures impact of all professional development in teacher practice.
E: PLS engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and incorporates professional development into coaching practices with teachers.
PE: PLS implements new knowledge or skills learned through professional development.
I: PLS participates in low-level or limited professional development. PLS links professional development to professional practice on a limited basis.
5.4 PLS uses a variety of tools to communicate with stakeholders.
4 Point Matrix
HE: PLS differentiates communication based on stakeholder feedback, needs and preferences using a variety of methods, formats, and timelines.
E: PLS differentiates communication using a variety of methods, formats, and timelines, and provides information and resources for stakeholders.
PE: PLS differentiates communication with stakeholders.
I: PLS communicates with stakeholders.
5.5 PLS demonstrates professional and ethical conduct including following all laws, district policies and procedures.
④Always   ①Not always