

3. DEVELOPING DEEP KNOWLEDGE OF TEACHING AND LEARNING

3.1 Effective Teaching and Learning	#	1	2	3	4	5
3.1a <i>Vision of quality teaching and learning</i>	3.1a[1]	The principal and teachers each have their own internal vision of quality teaching and learning which may not be shared or consistent.	The principal and teachers each have their own internal vision of quality teaching and learning which may not be shared or consistent; however, there may be some groups of teachers who agree on a vision of quality teaching.	The principal and teachers are exploring the development of a schoolwide vision about quality teaching and learning. There are groups of teachers with explicit grade-level, department, academy, team, or even schoolwide agreement on a particular quality teaching practice.	The principal and teachers are actively shaping and clarifying a common schoolwide vision of quality teaching and learning among all staff and students. The vision is beginning to emerge as standard practice.	The principal, teachers, staff, students, parents, and some community shareholders articulate a common vision about what constitutes quality standards-based teaching and learning. Students and adults model the vision of the quality teaching and learning.
3.1b <i>Best practices</i>	3.1b[1]	The principal expects individual teachers to	The principal expects individual teachers to	The principal encourages and supports teachers and groups of	The principal expects teachers to regularly conduct action	The principal and staff work collaboratively as learners

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		determine how to deliver the curriculum in their individual classrooms and to implement new practices, which are mandated by the district or state.	determine how to deliver the curriculum in their individual classrooms and to implement new practices, which are mandated by the district or state. Some teachers share practices with other teachers.	teachers doing action research to determine teaching practices that increase student learning. The principal encourages the sharing of effective practices after gathering data to determine the effectiveness of practices.	research, implement teaching practices that increase student learning, and eliminate ineffective practices. The principal expects teachers to share with and support other teachers and some staff in using effective practices.	examining student performance data and instructional practices to determine the most effective methods for student attainment of the standards.
	3.1b[2]	The principal visits classrooms primarily to conduct classroom observations for teacher evaluations based on contract requirements or to handle a student situation.	The principal visits classrooms primarily to conduct classroom observations for teacher evaluations based on contract requirements or to handle a student situation. Periodically, principal	The principal often spends time in classrooms observing effective practices to improve student learning. The principal establishes a professional, learning community where teachers	The principal and teachers regularly conduct classroom walk-throughs to examine teaching practices that result in student learning. The principal, teachers, and some staff participate in a professional,	The principal, teachers, and some staff regularly conduct classroom walk-throughs and action research studies to test new methods, collect data, determine the best teaching practices, and share the data

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			observes effective teaching practices and may share these with other teachers.	observe, instruct and assess the effectiveness of a variety of teaching practices.	learning community in which adults observe, instruct and assess the effectiveness of a variety of teaching practices. The principal regularly engages teachers and groups of teachers in collegial, data-based conversations focused upon setting schoolwide effective practices to improve the performance of individual or groups of students.	within professional, learning communities (e.g., grade level teams, subject matter teams, cross-grade or subject teams, schoolwide, district). The principal expects the staff to constantly ask themselves and each other, “Who is not learning, and what are we doing about it?”
3.1c Interventions	3.1c[1]	The principal expects the	The principal expects the	The principal and teachers initiate	The principal and teachers examine	The principal, teachers, staff,

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		<p>teacher to determine the need for instructional or behavioral interventions to increase a student's performance.</p>	<p>teacher to determine the need for instructional or behavioral interventions to increase a student's performance. Occasionally, the principal initiates conversations with a teacher or group of teachers when the other student performance data (e.g., attendance, expulsions, violence, achievement) suggests an immediate intervention is needed.</p>	<p>interventions based on student learning and behavior data. The types of interventions vary by student or a group of students (e.g., classroom, grade level, schoolwide). Most interventions are responsive to some immediate teacher or student need. A few interventions are systemic and focused on a widespread, identified, student learning need for which new teaching practices need to be learned and implemented.</p>	<p>student data together to determine the most strategic interventions to increase student performance. The principal and teachers jointly develop, implement, and monitor progress of a plan that aligns the key interventions (e.g., individual, group, instructional, behavioral) to student learning needs.</p>	<p>students, parents, and some shareholders work collaboratively to determine when, why, and how to intervene when the teaching and learning data suggest existing practices are not resulting in students attaining standards. Interventions are viewed as opportunities to learn, rather than punishment for failure to teach or to learn. The principal expects everyone engaged with students to intervene and change the nature of the teaching and learning</p>
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						experiences with a student or group of students when learning is not progressing toward proficiency of the standards.
3.1d Learning tools	3.1d[1]	The principal expects the district and each teacher to determine which learning tools (e.g., printed and visual resources; labs; manipulatives; experiential environments—gardens, work experience, career/technical tools and machinery; electronic technology—computer software,	The principal expects the district, each teacher, and groups of teachers to determine which learning tools will be used with and by students.	The principal encourages all teachers to work together to identify and share new learning tools that can be used across classrooms to help each student achieve the standards.	The principal and teachers continuously seek needed and effective learning tools for both students and adults. The principal expects teachers to share new learning tools with each other to support similar student and adult learning needs across classrooms.	The principal expects staff to regularly examine the effectiveness of learning tools for students and adults. New learning tools are regularly introduced by a variety of teachers, administrators, and district or community resource people. Learning resources are shared schoolwide and

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		interactive video, film, videotapes) will be used with and by students.				examined for effectiveness in supporting student and adult learning.
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3.2 Academic Rigor and Relevance	#	1	2	3	4	5
3.2a Standards	3.2a[1]	The principal is aware of content standards established through the state curriculum frameworks.	The principal and teachers examine differences between the content standards established by the state curriculum frameworks and current content expectations of teachers.	The principal and teachers align classroom expectations with content standards of the state curriculum frameworks.	The principal and teachers focus classroom and schoolwide curriculum, instruction, and assessment efforts on high yield content standards (power standards) aligned to student learning needs.	The principal, teachers, and other adults engaged with student learning use content standards as the foundation for classroom and schoolwide planning and monitoring of progress in attaining student learning targets.

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3.2b Curriculum	3.2b[1]	The principal expects individual teachers to make decisions about a standards-based curriculum.	The principal expects individual teachers and groups of teachers to make decisions about a standards-based curriculum (e.g., grade level teams, subject matter teams, cross-grade or subject teams).	The principal expects teachers to work together to ensure that the standards-based curriculum is explicitly connected and similar across some classrooms.	The principal expects teachers to work together to implement a clearly articulated, sequenced, and paced standards-based curriculum that is aligned to each grade/standard level and each content area.	The principal and teachers work together to individualize a clearly articulated, sequenced, and paced standards-based curriculum for each student.
	3.2b[2]	The principal and teachers rarely conduct a formal review of the effectiveness of curriculum to support student learning.	The principal and teachers rarely conduct a formal review of the effectiveness of curriculum unless through an external audit (e.g., accreditation, state, national consultants) and it seldom relates to student learning results.	The principal and teachers periodically review the effectiveness of curriculum in supporting student performance to attain the standards by analyzing student academic data.	The principal, teachers, and some staff regularly review the effectiveness of the curriculum in supporting student performance to attain standards by analyzing student academic and other performance data.	The principal, teachers, staff, and shareholders regularly review the effectiveness of the curriculum in supporting student performance to attain standards by analyzing multiple forms of student academic and other performance

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	3.2b[3]	The principal and teachers associate literacy with teaching reading in elementary school and English or Language Arts in secondary school and numeracy with mathematics courses in elementary and secondary schools.	The principal and teachers consider literacy to include reading and writing at the elementary level and English or Language Arts at the secondary school. Literacy and numeracy are rarely taught in other content areas at the elementary or secondary level.	The principal supports the teaching of literacy (i.e., reading, writing, speaking, listening) and numeracy skills in content areas. Some teaching of literacy and numeracy skills across content areas is occurring or being explored (e.g., reading/writing	The principal and teachers support the teaching of literacy and numeracy skills across content areas. All teachers are aware of the key skills in literacy and numeracy and embed those within their curriculum.	data. A variety of methods are used to review effectiveness (e.g., walk-throughs, audits, study groups, researchers, curriculum development groups, observation teams). The principal, staff, and shareholders are expected to support students being proficient in literacy and numeracy.
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	3.2b[4]	The principal accepts that curriculum rarely varies across months or years in most classrooms regardless of the effectiveness in supporting student learning. Changes in curriculum are made by individual teachers or district mandate.	The principal accepts that curriculum rarely varies across months or years in most classrooms regardless of the effectiveness in supporting student learning. Changes in curriculum are usually the joint decision of the some of the teachers and the principal.	across the curriculum). The principal and teachers often change the curriculum when ineffective in supporting student learning. Changes are made to ensure that the curriculum is up-to-date.	The principal and teachers change the curriculum when ineffective in supporting student learning. Changes are made within and across classrooms based on both individual and schoolwide student learning needs.	The principal, staff, and shareholders expect and work together to ensure a rigorous, research-based, effective curriculum. The curriculum is changed when ineffective in supporting student learning.
3.2c Assessment	3.2c[1]	The principal may or may not know if the assessments (e.g., published tests, NRTs, CRTs, end of chapter tests, grades,	The principal and some teachers know if assessments are aligned with the standards, curriculum, and instructional	The principal and teachers begin to use multiple types of assessments (e.g., grades, portfolios, student work,	The principal expects teachers to use multiple types of assessments that are aligned to the standards, curriculum, and	The principal, teachers, parents, and students expect a variety of assessments aligned to standards to be used throughout

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		diagnostic tests) are aligned to the standards, curriculum, and instructional practice of the school.	practices of the school.	performance exhibitions, Benchmark Exams, end of course exams, NRTs, action research) and begin to align assessments to the standards, curriculum, and instructional practices of the school.	instructional practices of the school.	the year to diagnosis individual student learning needs, monitor progress of both individual and groups of student learning, and improve instructional practice.
	3.2c[2]	The principal and teachers individually review the student or grade level data.	The principal and teachers look at the results together, including disaggregated data for groups of students. They periodically discuss implications for changing something related to curriculum or instructional	The principal and teachers regularly analyze disaggregated data to determine implications for changes to the curriculum, instructional practices, and professional development.	The principal and teachers expect the disaggregated data from multiple forms of assessments to be used as learning tools by adults and some students for improving standards-based learning, curriculum, and instructional practices.	The principal, teachers, students, and some staff use multiple forms of data to measure the progress of standards-based learning of individual students and groups of students in order to make decisions about curriculum and instructional

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			practice.			practices.
3.2d Student Relevance	3.2d[1]	The principal expects teachers to determine which learning experiences are best for students. They assume that relevance to the student will become apparent as the student is taught the curriculum.	The principal encourages teachers to periodically work together to create curriculum units or learning experiences that are assumed to be relevant to students. Occasionally, students are asked for feedback on a particular curriculum unit or learning experiences.	The principal supports teachers working together to explore the relevance of the curriculum and learning experiences for students. Some teachers regularly ask students to talk about the relevance of the curriculum, instructional practices, and learning experiences.	The principal expects teachers to use standards-based curriculum and instructional practices which are relevant to students, connected to the real world, and tied to current life and events (e.g., project-based learning, experiential learning, shadowing, internships, apprenticeships, community-based learning). The principal and teachers talk about the balance needed between student-focused and a content-focused	The principal, teachers, staff, and community expect student learning needs and interests to be the focus for all learning experiences and supported by curriculum and instructional practices. The expectation is that all students must understand the relevance of learning experiences for their own lives, which often occurs through engagement with the community while learning. The principal expects learning to occur beyond

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					curriculum for learning to occur.	the four walls of a classroom—in the community, virtually, and in other classrooms. The principal expects the student voice to be present when planning, implementing, and monitoring curriculum and instructional practices.
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