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| **SCHOOL-WIDE**  **SYSTEMS** | **Advanced**  **25 points** | **Proficient**  **20 points** | **Working Towards**  **15 points** | **Needs Improvement**  **10 points** |
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| **Leader Tone** | * Leaders are always upbeat, motivational, and inspiring. * Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students * Leaders are attentive to every detail in school and address those that are out of place immediately. * Leaders carry themselves with confidence and authority so that students are keenly aware of their presence. | * Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery. * Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students * Leaders are attentive to most details in school and address those that are out of place quickly. * Leaders carry themselves with confidence and authority so that students are aware of their presence. | * Leaders seem overwhelmed, or aloof and only make occasional attempts at being motivated and inspiring * Leaders narrate negative rather than positive behaviors. * Leaders are inconsistent with recognizing details and/or addressing those quickly. * Acts of student   misbehavior occur within the presence of the principal. | * Leaders seem overwhelmed, aloof, and do not make occasional attempts at being motivated and inspiring. * Leaders are mostly negative in their interactions with students and teachers * Leaders do not recognize details and/or do not address those quickly. * Acts of student misbehavior occur within the presence of the principal. |

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| **TEACHER**  **PROFICIENCIES** | **Advanced**  **25 points** | **Proficient**  **20 points** | **Working Towards**  **15 points** | **Needs Improvement**  **10 points** |
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| **Positive**  **Framing and**  **Teacher Tone** | * 90-100% of teachers are upbeat, positive, motivated, and inspiring in the classroom. * The general tone of classroom is efficient, respectful and positive. * Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. | * 75-90% of teachers are upbeat, positive, motivated, and inspiring in the classroom. * The general tone of the classroom is efficient, respectful and positive. * Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students**.** | * 60-75% of teachers are upbeat, positive, motivated, and inspiring in the classroom. * The general tone of the classroom is inconsistent in efficiency respectfulness, and positivity. * Does not use positive framing or narrates negative student behaviors as often as positive or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students**.** | * Most teachers are uninspiring and/or negative in the classroom. * The general tone of classroom is inefficient and/or negative. * Does not use positive framing, and does not work to motivate students. |

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| **TEACHER**  **PROFICIENCIES** | **Advanced**  **25 points** | **Proficient**  **20 points** | **Working Towards**  **15 points** | **Needs Improvement**  **10 points** |
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| **Student Joy &**  **Engagement** | * Students seem to be joyful and excited to be in school. * 90-100% of students are engaged in classroom activities. * Older students internalize and model behavioral expectations without teacher supervision. * 100% of students participate in student to student dialogue and group work. | * Most students seem to be joyful and excited to be in school. * 80-90% of students are engaged in classroom activities. * Older students internalize and model behavioral expectations with minimal teacher supervision. * 90% of students participate in student to student dialogue and group work. | * While many students seem joyful, there are notable instances of student arguments and/or lack of joy. * 70-80% of students are engaged in classroom activities. * The older students have not internalized behavioral expectations and are resistant to those expectations. * 70% of students participate in student to student dialogue and group work. | * Students generally seem disinterested in school. * Less than 70% of students are engaged in classroom activities. * The older students have not internalized behavioral expectations and are more resistant to those expectations than younger students. * Less than 70% of students participate in student to student dialogue and group work. |

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| **TEACHER**  **PROFICIENCIES** | **Advanced**  **25 points** | **Proficient**  **20 points** | **Working Towards**  **15 points** | **Needs Improvement**  **10 points** |
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| **Classroom**  **Environment** | Attractiveness—100% of classrooms are:  Clutter-Free:   * Clean with effective storage for materials, supplies, etc. * Desk configuration makes sense and is not too tight/loose. * Teacher desk and surrounding area are clean and well-organized. * Classroom libraries (when applicable) are well. organized and appealing to student readers.   Walls—100% of classroom walls have:   * Posted agenda, objectives & HW. * Posted schedule, team list, & bathroom sign-out sheet. * Signage supports learning objectives. * High quality student work posted.   Instructional signage:   * Word wall organized by content, unit or alphabetical; process steps.   Other Systems—100% of classes have:   * Clear, effective systems for student work, extra assignment copies, and plan for purged work. * Student bags and coats have a place. | Attractive—90% of classrooms are:  Mostly Clutter-Free:   * General cleanliness and storage for materials, supplies, etc. * Desk configuration makes sense and is not too tight/loose. * Teacher desk and surrounding area are generally clean and organized. * Classroom libraries (when applicable) are organized.   Walls—90% of classroom walls have:   * Posted agenda, objectives & HW. * Posted schedule, team list, & bathroom sign-out sheet. * Signage supports learning objectives. * High quality student work posted.   Instructional signage:   * Is present and relevant.   Other Systems—90% of classes have:   * Clear systems for student work, extra assignment copies, and plan for purged work. * Most student bags and coats have a place. | Attractiveness—70% of classrooms are:  Mostly Clutter-Free:   * General cleanliness and storage for materials, supplies, etc. * Desk configuration makes sense and is not too tight/loose. * Teacher desk and surrounding areas are generally clean and organized. * Classroom libraries (when applicable) are organized.   Walls—70% of classroom walls have:   * Posted agenda, objectives & HW. * Posted schedule, team list, & bathroom sign-out sheet. * Signage supports learning objectives. * High quality student work posted.   Instructional signage:   * Is present.   Other Systems—70% of classes have:   * Clear systems for student work, extra assignment copies, and plan for purged work. * Most student bags and coats have a place. | Attractiveness—Most classrooms are:   * Cluttered, disorganized and little storage for materials/supplies. * Desk configuration doesn’t make Sense. * Teacher desk area is generally unorganized.   Walls—Most classroom walls have:   * No posted agenda, objectives & HW. * No posted schedule, team list, & bathroom sign-out sheet. * No signage that supports learning objectives. * No high quality student work is posted.   Instructional signage:   * Not adequate or present   Other Systems—Most classes have:   * No systems for student work, extra assignment copies, etc. * Student bags and coats do not have a place. |