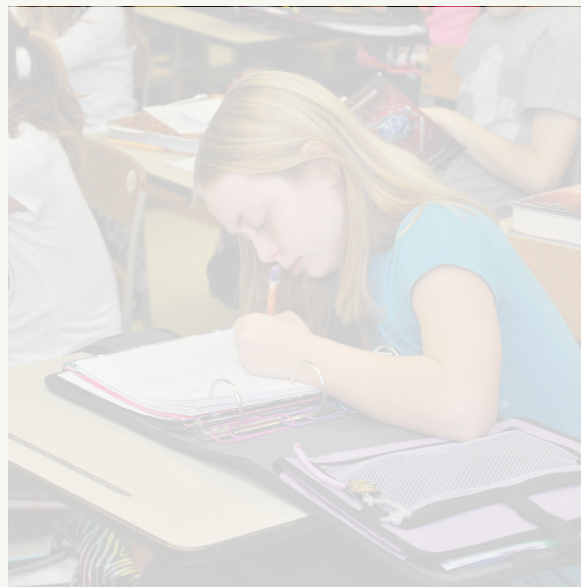
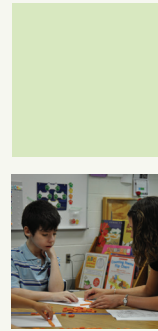


WV Standards



for **High Quality Schools**



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Standards

for High Quality Schools

Standard 1: Positive Climate and Cohesive Culture

In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

Function A: Shared Beliefs and Values

The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.

Function B: High Expectations for All

The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.

Function C: Safe, Orderly and Engaging Environment

The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.

Standard 2: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

Function A: Principal Leadership

The principal exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management.

Function B: School Teams and Councils

The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning and problem-solving.

Function C: Teacher Leadership

Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.

Function D: Student Leadership

Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school and community.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function A: Classroom Learning Environment

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry and self-direction.

Function B: Standards-Focused Curriculum

Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.

Function C: Instructional Planning

Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.

Function D: Instructional Delivery

Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets.

Standard 4: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

Function A: Positive Relationships

Positive relationships exist between the school staff and the students, families and the larger community.

Function B: Student Personal Development

The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education and English second language.

Function C: Parent and Community Partnerships

The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.

Standard 5: Educator Growth and Development

In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

Function A: Professional Development

The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.

Function B: Teacher Collaboration

The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice.

Function C: Evaluation, Feedback and Support

The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

Standard 6: Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Function A: Facilities

Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.

Function B: Fiscal Resources

Policies and processes are established and applied to obtain, allocate and efficiently manage school fiscal resources.

Function C: Personnel

High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.

Function D: Data, Information Systems, Technology Tools and Infrastructure

The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.



Standard 7: Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function A: Focused and Coherent Plan

The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.

Function B: Processes and Structures

The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.

Function C: Monitoring for Results

The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.

STANDARD 1.0: Positive Climate and Cohesive Culture

In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

Function A: Shared Beliefs and Values

The school works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.

Distinguished	Accomplished	Emerging	Unsatisfactory
1.A.1 The school develops core beliefs and values that drive the work of the school through the commitment to those values and beliefs by all stakeholders.			
The school <ul style="list-style-type: none">in collaboration with all school stakeholders, including parents and community members, have developed core beliefs and values that drive the work and are manifested in a culture of high expectations for all.	The school <ul style="list-style-type: none">through the collaboration of the administrative staff and designated others, have developed core beliefs and values that drive the work of the instructional staff.	The school <ul style="list-style-type: none">has core beliefs and values that have been developed by school leaders but may or may not drive the work and influence the school climate and culture.	The school <ul style="list-style-type: none">has diverse/disjointed beliefs and values that adversely impact the climate and culture of the school.
1.A.2 The school ensures that everyone understands the school's mission, clear goals (short and long term) and their roles in meeting the goals.			
The school <ul style="list-style-type: none">through collaboration with all school stakeholders, including parents and community members, has a strong understanding of their mission and goals and directs their work through their commitment to their mission and goals.	The school <ul style="list-style-type: none">through collaboration, the mission and goals are beginning to permeate throughout the daily work of the school.	The school <ul style="list-style-type: none">has used collaboration to communicate the mission and goals to all stakeholders.	The school <ul style="list-style-type: none">focuses on a number of matters without regard to the mission and goals.
1.A.3 The school uses the core beliefs to set expectations for adults and students that manifest themselves in the day-to-day processes and interactions within the school.			
The school <ul style="list-style-type: none">has core beliefs that are evident in their high expectations for all adults and students which are manifested in its day-to-day processes.	The school <ul style="list-style-type: none">uses core beliefs to set expectations for the adults and students.	The school <ul style="list-style-type: none">sets minimal expectations for adults and students.	The school <ul style="list-style-type: none">has low expectations for adults and students.
1.A.4 The school ensures that core beliefs and values are evident in all practices, policies, and processes within the school.			
The school <ul style="list-style-type: none">works collaboratively with all stakeholders to ensure that all practices, policies, and processes reflect a shared commitment to all core beliefs and values.	The school <ul style="list-style-type: none">works with stakeholders to have practices, policies, and processes that are consistent with their set of core beliefs and values.	The school <ul style="list-style-type: none">has some practices, policies, and processes that are inconsistent with their core beliefs and values.	The school <ul style="list-style-type: none">has practices, policies, and processes that are contrary to their core beliefs.

STANDARD 1.0: Positive Climate and Cohesive Culture

In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

Function B: High Expectations for All

The school establishes high expectations for adults and students that are written, clearly communicated, and readily observed in educational practice and personal behavior.

Distinguished	Accomplished	Emerging	Unsatisfactory
1.B.1 All school stakeholders use the mission to guide daily operations and long-term strategic planning.			
The school <ul style="list-style-type: none">operates through the clearly articulated and adopted mission which reflects high expectations in work and personal behavior for all adults and students to guide daily educational operations and to set long-term strategic planning and goals.	The school <ul style="list-style-type: none">has a mission in writing and is shared with stakeholders to encourage adults and students to have high expectations in their daily work and in the schools strategic goals.	The school <ul style="list-style-type: none">has expectations related to the mission that are understood and accepted and written in the strategic goals.	The school <ul style="list-style-type: none">has low expectations that are implicitly understood and accepted regardless to strategic plan goals.
1.B.2 The school uses rituals, ceremonies, traditions and symbols to represent and celebrate the core values, norms, expectations and vision of the school.			
The school <ul style="list-style-type: none">has rich rituals, ceremonies, traditions, and symbols that are consistently a part of on-going celebrations for the manifestation of their core values, norms, high expectations and vision.	The school <ul style="list-style-type: none">is using and is developing rituals, ceremonies, traditions and symbols to celebrate the core values, norms, expectations and vision of the school.	The school <ul style="list-style-type: none">is developing rituals, ceremonies, traditions and symbols to celebrate the core values, norms, and expectations and vision of the school.	The school <ul style="list-style-type: none">has celebrations that are inconsistent with the core values, norms, expectations and vision of the school.
1.B.3 The school ensures that students have a voice and play an integral part in the planning and decision making processes of the school.			
The school <ul style="list-style-type: none">has a culture where students are expected to contribute in the decision making process by having students in meaningful leadership roles and by respecting and using students' input in planning and decision making, when appropriate.	The school <ul style="list-style-type: none">has a culture where students are in leadership roles and students have opportunities to have input in the decision making process.	The school <ul style="list-style-type: none">is developing a culture where they use student input in some planning and decision making processes.	The school <ul style="list-style-type: none">makes decisions for students without student input.

STANDARD 1.0: Positive Climate and Cohesive Culture

In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

Function B: High Expectations for All (continued)

The school establishes high expectations for adults and students that are written, clearly communicated, and readily observed in educational practice and personal behavior.

Distinguished	Accomplished	Emerging	Unsatisfactory
1.B.4 The school values and protects diversity and ensures that all stakeholders are treated with dignity.			
The school <ul style="list-style-type: none">not only values and protects diversity, but also welcomes and leverages the diversity of all adults and students to create a positive culture where there is a high regard for all to be treated with dignity and respect.	The school <ul style="list-style-type: none">values and protects diversity and ensures that all stakeholders are treated with dignity.	The school <ul style="list-style-type: none">encourages diversity and strives to treat adults and students with dignity.	The school <ul style="list-style-type: none">devalues diversity and does not always treat all with dignity.
1.B.5 The school uses various techniques for monitoring the school culture and uses the information to modify behaviors, policies and practices as needed.			
The school <ul style="list-style-type: none">stakeholders, including students and community members, use various techniques (including the analysis of data) for monitoring the school culture and uses the information to modify behaviors, policies and practices as needed.	The school <ul style="list-style-type: none">uses various techniques for monitoring the school culture and uses the information to modify behaviors, policies and practices as needed.	The school <ul style="list-style-type: none">monitors the school culture and modifies behaviors, policies and practices as needed.	The school <ul style="list-style-type: none">does not monitor the school's culture and does not modify behaviors, policies and practices.

STANDARD 1.0: Positive Climate and Cohesive Culture

In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

Standard C: Safe, Orderly and Engaging Environment

The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.

Distinguished	Accomplished	Emerging	Unsatisfactory
1.C.1 The school creates a learner-centered climate and provides optimal conditions for teaching and learning.			
The school <ul style="list-style-type: none">• has developed a safe, well-managed, engaging, and inclusive, learner-centered environment that is monitored and thus, promotes optimal conditions for teaching and learning.	The school <ul style="list-style-type: none">• has a learner-centered climate where students and adults feel safe that is inclusive and welcoming that provides optimal conditions for teaching and learning..	The school <ul style="list-style-type: none">• is beginning to create a learner-centered climate that has potential to provide a basis for optimal teaching and learning.	The school <ul style="list-style-type: none">• takes minimal action to create and support a learner-centered climate.
1.C.2 The school accepts mutual accountability for all students' success.			
The school <ul style="list-style-type: none">• staff collectively accepts mutual accountability for continuously improving all student achievement and their personal well-being which contributes to students, parents, and other stakeholders feeling safe and welcomed within the school.	The school <ul style="list-style-type: none">• has staff members who accept mutual accountability within their grade level, subject area, or team for the academic success of their students.	The school <ul style="list-style-type: none">• has teachers who accept mutual accountability for the students who they directly teach.	The school <ul style="list-style-type: none">• holds others, such as family and students, accountable for lack of success.
1.C.3 The school has high expectations that reflect the values and norms and are evident in daily practices and procedures.			
The school <ul style="list-style-type: none">• including students and community members, have challenging expectations for their own and others' work that reflect the school values and norms..	The school <ul style="list-style-type: none">• has high expectations that reflect the values and norms and are evident in daily practices and procedures.	The school <ul style="list-style-type: none">• is developing high expectations that reflect the values and norms.	The school <ul style="list-style-type: none">• has low expectations that are inconsistent with the values and norms.
1.C.4 The school's decisions regarding teaching, learning, discipline and intervention programs and policies are guided by data.			
The school <ul style="list-style-type: none">• collaboratively uses best practices (data disaggregation, data triangulation) to analyze multiple forms of data on a regular basis to collectively make decisions and monitor and adjust variables that may impair student achievement.	The school <ul style="list-style-type: none">• uses data to support and make decisions regarding teaching, learning, discipline, and intervention programs and policies.	The school <ul style="list-style-type: none">• uses data to make some decisions regarding teaching, learning, discipline and interventions programs and policies.	The school <ul style="list-style-type: none">• makes decisions based on feelings and traditions

STANDARD 2.0: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action

Function A: Principal Leadership

The principal exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management.

Distinguished	Accomplished	Emerging	Unsatisfactory
2.A.1 The principal articulates strong ideals and beliefs and creates a unity of purpose and sense of “team” throughout the school, characterized by on-going collaboration and collective responsibility for student learning and well-being.			
The principal <ul style="list-style-type: none">• collaborates with school stakeholders, including students and community members, to create a unity of purpose and sense of “team” throughout the school that establishes a collective responsibility for student learning and well-being.	The principal <ul style="list-style-type: none">• creates a unity of purpose and sense of “team” throughout the school, characterized by on-going collaboration and collective responsibility for student learning and well-being.	The principal <ul style="list-style-type: none">• works to creates a unity of purpose and sense of “team” throughout the school through various collaborative efforts.	The principal <ul style="list-style-type: none">• does not work to create a unity of purpose and sense of “team” throughout the school.
2.A.2 The principal uses effective interpersonal skills, demonstrates depth of professional knowledge, and models ethical behaviors that engender trust and respect within the school and community.			
The principal <ul style="list-style-type: none">• works collaboratively with colleagues to promote and develop interpersonal skills, professional knowledge, and ethical behaviors to build trust and respect within the school and community.	The principal <ul style="list-style-type: none">• uses effective interpersonal skills, demonstrates depth of professional knowledge, and models ethical behaviors that engender trust and respect within the school and community.	The principal <ul style="list-style-type: none">• uses interpersonal skills, professional knowledge, and ethical behaviors to create trust and respect within the school.	The principal <ul style="list-style-type: none">• exhibits unethical behaviors and ineffective interpersonal skills and professional knowledge, resulting in a lack of trust and respect in the school.
2.A.3 The principal anticipates and resolves conflict, demonstrating moral courage when actions must be taken to serve the best interest of students.			
The principal <ul style="list-style-type: none">• proactively identifies and analyzes problems using data and implements a variety of effective strategies for managing conflict, often including students in the process.	The principal <ul style="list-style-type: none">• anticipates and resolves conflict, often using data as support, while demonstrating moral courage and creativity when actions must be taken to serve the best interest of students.	The principal <ul style="list-style-type: none">• resolves conflict in a timely, efficient manner to keep the school operating smoothly.	The principal <ul style="list-style-type: none">• ignores potential problems and/or does not address conflict.

STANDARD 2.0: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action.

Function A: Principal Leadership (continued)

The principal exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management.

Distinguished	Accomplished	Emerging	Unsatisfactory
2.A.4 The principal is proficient in oral, written and digital communication and employs processes that enhance authentic exchange of information and ideas among staff, students, families and the community.			
The principal <ul style="list-style-type: none">• collaborates with others to communicate various kinds of information in different formats in multiple ways through different media in order to ensure communication and open dialogue with all member of the community.	The principal <ul style="list-style-type: none">• is proficient in oral, written and digital communication and employs processes that enhance authentic exchange of information and ideas among staff, students, families and the community.	The principal <ul style="list-style-type: none">• uses a variety of strategies to communicate with school staff and provide for the timely sharing of information.	The principal <ul style="list-style-type: none">• uses inconsistent and ineffective methods and processes to communicate information or dialogue with school stakeholders.
2.A.5 The principal facilitates the overall operation of the school exhibiting the personal skills of effective planning, good organization and time management.			
The principal <ul style="list-style-type: none">• collaborates with others, including students, to plan, organize, and manage school processes and structures to improve school effectiveness and leadership practices of all involved.	The principal <ul style="list-style-type: none">• is an effective planner, organizer, and manager who uses reflective thinking and seeks stakeholder input to improve effectiveness and leadership practices.	The principal <ul style="list-style-type: none">• demonstrates the ability to plan, organize, and manage to improve school effectiveness..	The principal <ul style="list-style-type: none">• demonstrates little evidence of effective planning and organizational management.
2.A.6 The principal supports and encourages the accomplishment of others, creating opportunities to reward, recognize and celebrate success.			
The principal <ul style="list-style-type: none">• works with others to support, encourage, and recognize individual and group accomplishments among all school stakeholders.	The principal <ul style="list-style-type: none">• supports and encourages accomplishment of others, creating opportunities to reward success.	The principal <ul style="list-style-type: none">• has structures and processes in place to recognize the success of students.	The principal <ul style="list-style-type: none">• inconsistently recognizes the success of students and adults.
2.A.7 The principal makes effective and timely decisions, using data and involving others as appropriate in order to serve the long-term best interest of students.			
The principal <ul style="list-style-type: none">• makes effective and timely decisions using data and collaboration that have the greatest positive impact on student learning and student growth.	The principal <ul style="list-style-type: none">• frequently uses collaboration to make decisions with staff that support teaching and learning.	The principal <ul style="list-style-type: none">• makes an effort to make decisions that support student learning.	The principal <ul style="list-style-type: none">• makes decisions that adversely impact achievement.

STANDARD 2.0: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action

Function B: School Teams and Councils

The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning and problem solving.

Distinguished	Accomplished	Emerging	Unsatisfactory
2.B.1 The principal is knowledgeable of the responsibilities of required school teams and councils and provides sufficient guidance, support and monitoring so that each accomplishes its intended focus.			
The principal <ul style="list-style-type: none">takes the lead to ensure that required school teams and councils work smoothly and effectively to have a positive effect on student learning and to achieve the school vision.	The principal <ul style="list-style-type: none">is knowledgeable of the responsibilities of required school teams and councils and provides sufficient guidance, support and monitoring so that each accomplishes its intended purpose.	The principal <ul style="list-style-type: none">is knowledgeable of the responsibilities of required school teams and council and has worked to them into the school structure.	The principal <ul style="list-style-type: none">demonstrates incomplete knowledge of the responsibility to implement required school teams and councils and the work of the teams is random, sporadic, and lacks focus.
2.B.2 The principal works with staff and stakeholders to unify the activities of teams and councils into a coherent approach for addressing the mission and goals of the strategic plan.			
The principal <ul style="list-style-type: none">takes the lead and ensures that staff and stakeholders, including students when appropriate, drive and sustain the activities of teams and councils to focus on the school mission and the goals of the strategic plan.	The principal <ul style="list-style-type: none">works with staff and stakeholders to unify the activities of teams and councils into a coherent approach for addressing the mission and goals of the strategic plan.	The principal <ul style="list-style-type: none">works with staff to create teams and councils that address the mission and goals of the strategic plan.	The principal <ul style="list-style-type: none">takes minimal action to create teams and councils to address the mission and goals of the strategic plan.

STANDARD 2.0: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action

Function C: Teacher Leadership

Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.

Distinguished	Accomplished	Emerging	Unsatisfactory
2.C.1 The principal creates a professional atmosphere where staff opinions are sought and valued and where teachers are empowered and encouraged to pursue leadership opportunities.			
The principal <ul style="list-style-type: none">establishes comprehensive mechanisms and structures that ensure a collaborative school culture and where feedback from teachers is extensively used to guide continuous improvement and where teachers serve in various leadership roles.	The principal <ul style="list-style-type: none">creates a professional atmosphere where staff opinions are sought and valued and where teachers are empowered and encouraged to pursue leadership opportunities.	The principal <ul style="list-style-type: none">is developing mechanisms and structures to gather feedback from teachers and opportunities for staff to demonstrate leadership skills.	The principal <ul style="list-style-type: none">works in isolation and does not take and use feedback from teachers or provide leadership opportunities for teachers.
2.C.2 The principal works with the central office to create authentic teacher leadership roles, positions and structures.			
The principal <ul style="list-style-type: none">works with the central office staff to find new and innovative ways to promote teacher leadership at the school, district, and state levels.	The principal <ul style="list-style-type: none">works with the central office staff to create authentic teacher leadership roles, positions and structures.	The principal <ul style="list-style-type: none">is developing mechanisms and structures to provide teachers with authentic leadership opportunities.	The principal <ul style="list-style-type: none">does not promote teacher leadership opportunities.
2.C.3 The principal nurtures teacher leadership by removing barriers and providing on-going support and guidance that leverage success.			
The principal <ul style="list-style-type: none">works with central office staff to remove barriers and provide on-going support and guidance that leverage success.	The principal <ul style="list-style-type: none">nurtures teacher leadership by removing barriers and providing on-going support and guidance that leverage success.	The principal <ul style="list-style-type: none">works to provide teacher leadership opportunities in the school.	The principal <ul style="list-style-type: none">does not provide teacher leadership opportunities in the school.
2.C.4 Teachers seek professional growth opportunities that develop those leadership skills and disposition necessary to influence the quality of professional practice.			
The teachers <ul style="list-style-type: none">advance the professional skills of colleagues by being a continuous learner, modeling reflective practice and working collaboratively to influence the quality of professional practice.	The teachers <ul style="list-style-type: none">seek professional growth opportunities that develop those leadership skills and dispositions necessary to influence the quality of professional practice.	The teachers <ul style="list-style-type: none">participate in available professional growth opportunities that develop leadership skills and dispositions.	The teachers <ul style="list-style-type: none">do not participate in professional growth opportunities that develop leadership skills.
2.C.5 Teachers accept responsibility for helping to improve the overall effectiveness of the school by assuming leadership roles and by supporting colleagues who accept such roles.			
The teachers <ul style="list-style-type: none">collaborates with district and state professionals to improve the overall effectiveness of teaching and learning by assuming leadership roles and by supporting colleagues who accept such roles.	The teachers <ul style="list-style-type: none">accept responsibility for helping to improve the overall effectiveness of the school by assuming leadership roles and by supporting colleagues who accept such roles.	The teachers <ul style="list-style-type: none">take part in opportunities to improve the overall effectiveness of the school by assuming leadership roles.	The teachers <ul style="list-style-type: none">do not assume leadership roles in improving the overall effectiveness of the school.

STANDARD 2.0: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action

Function D: School Leadership

Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school and community.

Distinguished	Accomplished	Emerging	Unsatisfactory
2.D.1 The school provides age appropriate, school-wide opportunities for student leadership.			
The school <ul style="list-style-type: none">ensures students are engaged in age appropriate leadership opportunities in and outside of the classroom.	The school <ul style="list-style-type: none">provides students with age appropriate leadership opportunities.	The school <ul style="list-style-type: none">provides students with limited leadership opportunities.	The school <ul style="list-style-type: none">does little to create or support leadership opportunities for students.
2.D.2 The school involves students in the decision making processes where appropriate.			
The school <ul style="list-style-type: none">consistently involves students in the decision making process and values their input.	The school <ul style="list-style-type: none">involves students in the decision making process.	The school <ul style="list-style-type: none">provides students with limited involvement in the decision making process.	The school <ul style="list-style-type: none">makes decisions without seeking or accepting student input.
2.D.3 The school provides support for students in leadership roles.			
The school <ul style="list-style-type: none">encourages and supports students to assume leadership roles and recognize their efforts.	The school <ul style="list-style-type: none">encourages and supports students to assume leadership opportunities.	The school <ul style="list-style-type: none">provides limited support for students to assume a leadership role.	The school <ul style="list-style-type: none">provides students with limited leadership opportunities.
2.D.4 The school develops student growth in communication, managerial, self-awareness, critical thinking and collaboration skills that lead to success in life.			
The school <ul style="list-style-type: none">provides multiple, varied leadership opportunities to actively encourage students' development of communication, managerial, self-awareness, critical thinking and collaboration skills.	The school <ul style="list-style-type: none">encourages and supports student growth in communication, managerial, self-awareness, critical thinking and collaboration skills through leadership opportunities.	The school <ul style="list-style-type: none">provides leadership opportunities which allow for limited growth in communication, managerial, self-awareness, critical thinking and collaboration skills.	The school <ul style="list-style-type: none">puts minimal effort towards providing leadership opportunities which support and allow for student growth.
2.D.5 The school welcomes input from students and provides opportunities for them to voice concerns and suggestions for positive change for the betterment of the school and community.			
The school <ul style="list-style-type: none">provides leadership opportunities that allow students to voice concerns and offer suggestions or participate in opportunities that lead to positive change at the school and in the community.	The school <ul style="list-style-type: none">provides limited leadership opportunities that allow students to voice concerns and suggestions for positive change at the school and in the community.	The school <ul style="list-style-type: none">is working to provide leadership opportunities that allow students to voice concerns and suggestions for positive change at the school and in the community.	The school <ul style="list-style-type: none">inconsistently seeks or accepts students concerns and suggestions for change.
2.D.6 The school's leadership roles reflect the diversity of the student body.			
The school <ul style="list-style-type: none">actively works to ensure that student leaders reflect the diversity of the student body.	The school <ul style="list-style-type: none">works to ensure that students in leadership roles reflect the diversity of the student body.	The school <ul style="list-style-type: none">makes some effort to ensure that student leaders reflect the diversity of the student body.	The school <ul style="list-style-type: none">takes insufficient action to promote diversity in student leadership opportunities.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function A: Classroom Learning Environment

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry and self-direction.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.A.1 All teachers collaborate to establish a Next Generation classroom and virtual learning environment that values student uniqueness, enhances student talents and abilities and is respectful and supportive of all students.			
The teachers <ul style="list-style-type: none"> collaborate with others to create classrooms and virtual learning environments that value student uniqueness, enhance individual student talents and abilities, and model respectful and supportive attitudes and behaviors toward all students. 	The teachers <ul style="list-style-type: none"> create classrooms and virtual learning environments that value student uniqueness, enhance student talents and abilities, and are respectful and supportive of all students. 	The teachers <ul style="list-style-type: none"> are working to create Next Generation classrooms that value student uniqueness, enhance student talents and abilities and are respectful and supportive of all students. 	The teachers <ul style="list-style-type: none"> are using practices in their classrooms that are inconsistent with Next Generation classrooms.
3.A.2 All teachers collaborate with all stakeholders to create an environment that is physically and emotionally safe.			
The teachers <ul style="list-style-type: none"> collaborate with others to create supportive learning environments in which students take active roles in maintaining an enriching, attractive environment that is physically and emotionally safe for all. 	The teachers <ul style="list-style-type: none"> collaborate with others to create supportive learning environments that are physically and emotionally safe for all students. 	The teachers <ul style="list-style-type: none"> are working to create learning environments that are physically and emotionally safe. 	The teachers <ul style="list-style-type: none"> have created an environment that is cluttered and/or unsafe for students.
3.A.3 All teachers promote social development and responsibility for all students and build positive relationships, student-to-student and student-to-teachers.			
The teachers <ul style="list-style-type: none"> collaborate with others, including students, to maintain a school environment that promotes strong, positive relationships among all school stakeholders and where formal structures and processes consistently engage all school and community stakeholders in promoting the social development of students and sharing the responsibility and commitment for student success. 	The teachers <ul style="list-style-type: none"> promote the social development of students, build positive relationships, student-to-student and student-to-teacher(s) and create a school culture where all share a joint responsibility for student success. 	The teachers <ul style="list-style-type: none"> are working to support the social development of students and create a school culture where most adults express a shared responsibility for student success. 	The teachers <ul style="list-style-type: none"> take actions that foster negative relationships.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function A: Classroom Learning Environment (continued)

Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry and self-direction.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.A.4 All teachers work to ensure that every student masters designated learning goals by closely monitoring student learning and providing extra support as needed.			
The teachers <ul style="list-style-type: none"> • collaborate with colleagues and students to closely monitor and evaluate student learning, provide data to promote self-reflection and goal-setting by students, and to provide multiple forms of support as required to ensure that all students master designated learning goals. 	The teachers <ul style="list-style-type: none"> • collaborate to closely monitor all student learning opportunities to provide feedback and extra support as needed to ensure that every student masters designated learning goals. 	The teachers <ul style="list-style-type: none"> • are developing strategies to effectively monitor student learning and provide feedback and support as needed to ensure success. 	The teachers <ul style="list-style-type: none"> • take minimal action to develop monitoring strategies and/or provide inconsistent feedback and support as needed.
3.A.5 Teachers personalize the learning environment by connecting with students as individual's — not just as learners.			
The teachers <ul style="list-style-type: none"> • use a variety of strategies to connect with students personal and learning strengths and needs, such as getting to know students' interests, lives and communities to foster a learning community in which individual differences and perspectives are respected and valued and where disrespectful attitudes and behaviors are respectfully. 	The teachers <ul style="list-style-type: none"> • personalize the learning environment by connecting with students as individuals with varied personal and learning strengths and needs. 	The teachers <ul style="list-style-type: none"> • are beginning to implement strategies to establish academic learning connections with students as individuals with varying personal and learning strengths and needs. 	The teachers <ul style="list-style-type: none"> • take insufficient measures to establish academic learning connections with students as individuals with varying personal and learning strengths and needs.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function B: Standards-Focused Curriculum

Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.B.1 All teachers align curriculum, instruction, and assessment to the Next Generation Standards and Objectives for content, learning skills and technology tools.			
The teachers <ul style="list-style-type: none"> actively participate in the development and implementation of lessons and units of study that enable teachers in their school and across the state (electronically) to access standards-focused lessons and assessments that are aligned to the Next Generation Standards and Objectives for content, learning skills, and technology tools. 	The teachers <ul style="list-style-type: none"> collaborate to create standards-focused learning experiences that align instruction and assessment to the Next Generation Standards and Objectives for content, learning skills, and technology tools. 	The teachers <ul style="list-style-type: none"> have a curriculum that is aligned to the Next Generation Standards and Objectives for content, learning skills, and technology tools; however, there is an over-reliance on textbooks or worksheets rather than the standards-driven instructional planning, delivery and formative classroom assessments. 	The teachers <ul style="list-style-type: none"> have an over-reliance on textbooks or worksheets rather than the standards to drive instructional planning, delivery, and formative assessments.
3.B.2 All teachers align required and elective course offerings to Professional and Skilled Pathways and/or Programmatic Level Requirements.			
The teachers <ul style="list-style-type: none"> actively participate in promoting school wide understanding of high quality implementation of courses aligned to Professional and Skilled Pathways and/or Programmatic Level requirements. Examples of involvement could include assuming grade level or school leadership roles, mentoring, coaching, curriculum studies, and so forth. 	The teachers <ul style="list-style-type: none"> align required and elective course offerings to Professional and Skilled Pathways and/or Programmatic Level requirements. 	The teachers <ul style="list-style-type: none"> present evidence that the required and elective course offerings are aligned to Progress and Skilled Pathways and/or Programmatic Level requirements but classroom planning, instruction and assessments don't correspond or remain focused on textbooks or worksheets. 	The teachers <ul style="list-style-type: none"> plan instruction and assessments that remain focused on textbooks or worksheets.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function B: Standards-Focused Curriculum (continued)

Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.B.3 Teachers integrate Next Generation Themes-- global awareness; financial, economic, and business literacy; civic and health literacy—into aligned units of instruction.			
The teachers <ul style="list-style-type: none"> effectively incorporate Next Generation Themes into the design and delivery of curricula by designing innovative learning activities that replicate real life and workplace activities. The real-life application of knowledge and skills often extends learning beyond the school campus to help students link instruction to the future or to the community. 	The teachers <ul style="list-style-type: none"> integrate Next Generation Themes - global awareness, financial, economic and business literacy; civic and health literacy - into aligned units of study to tie learning to real life and workplace experiences. 	The teachers <ul style="list-style-type: none"> are beginning to understand the need to integrate Next Generation Themes into the design and delivery of curricula and tie learning to real life and workplace experiences. 	The teachers <ul style="list-style-type: none"> design lessons to follow the text and are often followed by worksheet practice.
3.B.4 All teachers follow policy/code for curriculum, instruction, and assessment.			
The teachers <ul style="list-style-type: none"> actively participates, and may assume a leadership role, in school wide, grade level, or department reviews and discussions of practices that implement policy/code governing curriculum, instruction and assessment. 	The teachers <ul style="list-style-type: none"> collaborate with others to understand and follow policy/code for curriculum, instruction, and assessment. 	The teachers <ul style="list-style-type: none"> follow policy/code that governs curriculum, instruction and assessment. 	The teachers <ul style="list-style-type: none"> inconsistently follow policy/code that governs curriculum, instruction and assessment.
3.B.5 All teachers have a deep knowledge of content and its inter-relatedness within and across the disciplines and can move students beyond basic content competency to assure student mastery of skills.			
The teachers <ul style="list-style-type: none"> continue to deepen their knowledge of content through new learning, participate in collaborative efforts to share knowledge and model the integration of knowledge and skills across the disciplines. 	The teachers <ul style="list-style-type: none"> demonstrate knowledge of major concepts, assumptions, processes of inquiry and ways of knowing that are central to the content they teach and understand the inter-relatedness within and across the disciplines. 	The teachers <ul style="list-style-type: none"> demonstrate knowledge of major concepts central to the content they teach, make relevant content connections between disciplines, and encourage learning across the curriculum. 	The teachers <ul style="list-style-type: none"> depend on former lesson plans and/or passive learning instructional strategies that may be outdated or lack the insight of collaborative sharing and an integration of other disciplines.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function C: Instructional Planning

Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of students.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.C.1 All teachers develop lesson plans with specific learning targets, appropriate supporting activities, appropriate time allocations and meaningful connections to the total instructional sequence.			
The teachers <ul style="list-style-type: none"> actively participate in work collaboratively and individually to design standards-focused lessons using a proven, effective structure (i.e. UbD) that provide clear and differentiated pathways to learning according to student needs and interests. Time allocations, demonstrate that instruction has been purposefully paced throughout the year (or semester). 	The teachers <ul style="list-style-type: none"> develop clearly defined, weekly lesson plans based on aligned units of instruction with specific learning targets based on varied student needs, appropriate supporting activities, appropriate time allocations and meaningful connections to a planned total instructional sequence. 	The teachers <ul style="list-style-type: none"> develop lessons (may or may not be weekly) with a clearly defined structure and supporting activities. Time allocations are defined and the sequence and organization of lesson is logical and structured to increase student understanding. 	The teachers <ul style="list-style-type: none"> provide incomplete lesson plans that lack meaningful connections to the state curriculum or instructional sequence.
3.C.2 All teachers accumulate and use data of each student's mastery of specific learning targets for instructional planning.			
The teachers <ul style="list-style-type: none"> have structures and processes that allow collective reflection and systematic, critical thinking about teaching and learning in their classrooms using varied forms of data and research. 	The teachers <ul style="list-style-type: none"> accumulate and use data of each student's mastery of specific learning targets to determine progress, identify needs, and for instructional planning. 	The teachers <ul style="list-style-type: none"> have access to student data but there is no evidence that analysis results in modifications to instructional practices. 	The teachers <ul style="list-style-type: none"> inconsistently access student data and use data to determine progress, identify needs or individualize instruction.
3.C.3 All teachers plan lessons that actively engage students, involve varied grouping patterns, and promote student interaction.			
The teachers <ul style="list-style-type: none"> work collaboratively and independently to plan and deliver learning experiences that provide independent, collaborative, and whole- class learning situations to maximize student understanding. 	The teachers <ul style="list-style-type: none"> plan and deliver lessons that promote student independence, interaction and choice by actively engaging students, using varied grouping patterns that require student collaboration and interdependence plan and develop lessons that improve students' ability to problem-solve and think critically. 	The teachers <ul style="list-style-type: none"> deliver lessons that include work in large and small group that include student choice for some learning activities to promote student independence and responsibility. 	The teachers <ul style="list-style-type: none"> deliver lessons that do not promote student independence, interaction and choice and do not use varied grouping patterns to encourage collaboration and interdependence.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function C: Instructional Planning (continued)

Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of students.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.C.4 All teachers differentiate assignments (individualized instruction) in response to individual student performance on pre-tests and other methods of formative assessment.			
The teachers <ul style="list-style-type: none"> encourage students to initiate and design purposeful learning situations where they take responsibility for individual or group productivity and develop leadership qualities. 	The teachers <ul style="list-style-type: none"> differentiate assignments to individualize instruction in response to student performances on pre-tests. 	The teachers <ul style="list-style-type: none"> are beginning to differentiate instruction in response to student performances on pre-tests or other forms of formative assessment. 	The teachers <ul style="list-style-type: none"> present lessons to students on acquiring or recalling knowledge and skills, using mostly drill and practice and worksheets.
3.C.5 All teachers draw upon students' backgrounds, interests, and developmental learning needs to design and deliver instruction.			
The teachers <ul style="list-style-type: none"> collaborate with others to individualize instruction in response to student performances and continually monitor performance gaps of students within their classrooms and develop interventions that close those. 	The teachers <ul style="list-style-type: none"> draw upon students' backgrounds, interests and developmental learning needs to design and deliver and other forms of formative assessment appropriate instruction. 	The teachers <ul style="list-style-type: none"> gather information about students' developmental learning needs to design and deliver appropriate instruction. 	The teachers <ul style="list-style-type: none"> take insufficient or unsuccessful action to individualize instruction in response to student performances or other formative assessments.
3.C. 6 All teachers plan lessons that develop students' problem-solving and critical thinking skills.			
The teachers <ul style="list-style-type: none"> collaborate with others, including students, to plan and develop engaging lessons that allow students to independently and collaboratively grow as observers, researchers, thinkers, investigators and problem solvers. 	The teachers <ul style="list-style-type: none"> collaborate with other staff to design and deliver lessons that incorporate some problem-solving and critical thinking skills appropriate for students' developmental needs. 	The teachers <ul style="list-style-type: none"> are beginning to plan and develop lessons that promote inductive reasoning and problem-solving. 	The teachers <ul style="list-style-type: none"> design and deliver teacher-led instruction with little use of critical thinking skills.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function D: Instructional Delivery

Teachers facilitate engaging instructional experiences that enhance individual student progress on mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.D.1 Teachers build background, stimulate interest in the content topic, connect content to relevant life experiences and prior knowledge			
The teachers <ul style="list-style-type: none"> consistently collaborate with others, including students, to identify students' interests and connect content to relevant life and workplace experiences. 	The teachers <ul style="list-style-type: none"> build background, stimulate interest in the content topic, connect content to relevant life experiences and build on prior knowledge to support understanding. 	The teachers <ul style="list-style-type: none"> consistently collaborate with others, including students, to identify students' interests and connect content to relevant life and workplace experiences. 	The teachers <ul style="list-style-type: none"> lessons are limited to textbook examples and instruction.
3.D.2 Teachers clearly communicate the lesson's topic, theme and objectives to students and use multiple strategies for building understanding as necessary.			
The teachers <ul style="list-style-type: none"> consistently share and ensure understanding of each lesson's topic, theme and objectives with students. 	The teachers <ul style="list-style-type: none"> clearly communicate the lesson's topic, theme and objectives to students. 	The teachers <ul style="list-style-type: none"> communicate the lesson's topic and objectives to students. 	The teachers <ul style="list-style-type: none"> deliver lessons without clearly communicating the topic and objectives to students or the lesson.
3.D.3 Teachers use modeling, demonstrations, and graphic organizers to promote understanding and re-teach when necessary.			
The teachers <ul style="list-style-type: none"> consistently incorporate multiple strategies to support students' ability to acquire and retain knowledge by using varied types of nonlinguistic representations to present content and students demonstrate understanding (i.e., concept maps, idea webs, dramatizations). 	The teachers <ul style="list-style-type: none"> use multiple strategies, including modeling, demonstrations, and graphic organizers to promote understanding and re-teach using alternative pathways when necessary. 	The teachers <ul style="list-style-type: none"> are beginning to use modeling, demonstrations and graphic organizers to promote understanding and reteach when necessary. 	The teachers <ul style="list-style-type: none"> use a limited variety of nonlinguistic representations during instruction.
3.D.4 Teachers use correct grammar, appropriate wait time and use cueing/prompting.			
The teachers <ul style="list-style-type: none"> consistently demonstrate and promote the use of appropriate verbal and non-verbal communication skills to convey ideas and information and stimulate thinking through the use of highly effective questioning strategies. 	The teachers <ul style="list-style-type: none"> use appropriate and correct verbal and nonverbal communication skills and effective, purposeful questioning techniques to promote thinking and learning. 	The teachers <ul style="list-style-type: none"> use appropriate and correct verbal and nonverbal communication skills and are beginning to use appropriate questioning strategies such as wait time and cueing/prompting. 	The teachers <ul style="list-style-type: none"> use of questioning is often limited to basic recall.

STANDARD 3.0: Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

Function D: Instructional Delivery (continued)

Teachers facilitate engaging instructional experiences that enhance individual student progress on mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.

Distinguished	Accomplished	Emerging	Unsatisfactory
3.D.5 Teachers summarize key concepts through a variety of techniques demonstrate student understanding including paraphrasing, summarizing, and relating.			
The teachers <ul style="list-style-type: none"> collaborate to develop lessons that explicitly teach study skills throughout the school and consistently incorporate some type of summarizing, paraphrasing, note taking, or relating learning to their own or known experiences. 	The teachers <ul style="list-style-type: none"> support student success and increase learning through the use of teaching strategies that include the deliberate instruction of study skills and the use of strategies such as paraphrasing, summarizing, and relating content to others/self. 	The teachers <ul style="list-style-type: none"> are beginning to support student success by developing the study skills of students. 	The teachers <ul style="list-style-type: none"> have inconsistent or disjointed study requirements, types, and expectations for the students to begin developing study skills.
3.D.6 Teachers allow time for student reflection and self-appraisal after lessons and use positive reinforcement to motivate student effort and accomplishment.			
The teachers <ul style="list-style-type: none"> consistently use student reflection and student self-assessment strategies as part of the instructional sequence and provide students with multiple opportunities to share successes and learning with others throughout the school and the community. 	The teachers <ul style="list-style-type: none"> allow time for student reflection and self-appraisal after lessons and use positive reinforcement strategies to motivate students and reward effort and accomplishment. 	The teachers <ul style="list-style-type: none"> are beginning to allow time for student reflection and self-appraisal and to use positive reinforcement to motivate students. 	The teachers <ul style="list-style-type: none"> place little emphasis on student self-assessment or self-reflection.

STANDARD 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

Function A: Positive Relationships

Positive relationships exist between the school staff and the students, families and larger community.

Distinguished	Accomplished	Emerging	Unsatisfactory
4.A.1 The school welcomes all families and works to build structures and processes that build positive relationships with families and the community to build and support student success.			
The school <ul style="list-style-type: none">• Has comprehensive mechanisms and structures that build positive, ongoing, consistent relationships between families, the community and the school.	The school <ul style="list-style-type: none">• has mechanisms and structures in place that build positive relationships between families, the community and the school.	The school <ul style="list-style-type: none">• works to build positive relationships between families, the community and the school.	The school <ul style="list-style-type: none">• has negative relationships between families, community, and/or staff.
4.A.2 The school provides parent/family education opportunities to support student learning and well-being both at home and school.			
The school <ul style="list-style-type: none">• provides information about ways to support academic achievement at home to families through a variety of media.	The school <ul style="list-style-type: none">• offers several parent/ family training sessions throughout the year to assist parent in supporting academic achievement at home.	The school <ul style="list-style-type: none">• is working toward providing information to parents about supporting academic achievement at home.	The school <ul style="list-style-type: none">• inconsistently provides or provides inaccurate information to parents and families about supporting academic achievement.
4.A.3 The school uses a variety of two-way communication strategies among and between students, school personnel and families.			
The school <ul style="list-style-type: none">• uses multiple, varied processes and approaches to maintain open, honest, frequent communication with parents and students that keeps them well informed around school related topics.	The school <ul style="list-style-type: none">• has processes and structures in place to ensure two- way communication between students, home and school occurs on a regular basis.	The school <ul style="list-style-type: none">• has limited processes to provide communication with parents.	The school <ul style="list-style-type: none">• has ineffective and/or inconsistent methods of communication with parents.
4.A.4 The school provides meaningful opportunities for parents/families to contribute their ideas and energies to support the school.			
The school <ul style="list-style-type: none">• proactively develops opportunities for parents/ guardians and the community to be involved in school decision-making and strategic planning to support the academic mission of the school.	The school <ul style="list-style-type: none">• develops opportunities for parents/ guardians and the community involved in school decision-making and strategic planning.	The school <ul style="list-style-type: none">• is beginning to establish mechanisms and structures for feedback and input from parents/ families, although feedback is seldom used or strategic planning for continuous improvement.	The school <ul style="list-style-type: none">• makes decisions without parental input

STANDARD 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

Function A: Positive Relationships (continued)

Positive relationships exist between the school staff and the students, families and larger community.

Distinguished	Accomplished	Emerging	Unsatisfactory
4.A.5 The school provides multiple opportunities for parents to participate in the planning and decision-making processes.			
The School <ul style="list-style-type: none">• has a highly structured parent involvement program that ensures ongoing, varied parental engagement within all classrooms and school-wide activities.	The School <ul style="list-style-type: none">• provides multiple and varied opportunities for parents to contribute their ideas and energies to the classroom and the school.	The School <ul style="list-style-type: none">• is working to provide opportunities for parents to contribute their ideas and energies to the classroom and the school.	The School <ul style="list-style-type: none">• has made little effort to develop plans to provide opportunities for parents to contribute their ideas and energies within the school.

STANDARD 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

Function B: Student Personal Development

The school attends to student, physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education and English second language.

Distinguished	Accomplished	Emerging	Unsatisfactory
4.B.1 The school plans for and delivers a comprehensive, standards-based, developmental counseling and guidance program in a coordinated way to all students.			
The school <ul style="list-style-type: none">implements successful programs and policies to advance the physical, social-emotional and academic well-being of all students.	The school <ul style="list-style-type: none">has practices, programs and policies in place to advance the physical, social-emotional and academic well-being of each student.	The school <ul style="list-style-type: none">is working to develop and implement practices, programs and policies to advance the physical, social-emotional and academic well-being of each student.	The school <ul style="list-style-type: none">practices, programs, and policies have a negative effect on the physical, social-emotional and academic well-being of each student.
4.B.2 The schools provides social-emotional and academic services to support the success of each student.			
The school <ul style="list-style-type: none">provides a coordinated, comprehensive, developmental, standards-based, data-driven guidance and counseling program aligned with the WV School Counseling Standards.	The school <ul style="list-style-type: none">provides a comprehensive, developmental, standards-based guidance and counseling program aligned with the WV School Counseling Standards.	The school <ul style="list-style-type: none">is working to develop and implement a developmental guidance and counseling program.	The school <ul style="list-style-type: none">provides minimal support for the development of and has minimal understanding of the need for a standards-based, comprehensive, data driven school counseling program.
4.B.3 The school uses Student Assistance Teams to ensure that school staff, families, and community support professionals collaboratively plan appropriate interventions and supports for identified students.			
The school <ul style="list-style-type: none">provides and regularly monitors a collaborative, consistent mentoring/advising structure that ties each student to a significant school adult who delivers skills, knowledge, and supports necessary for school success and post-secondary readiness.	The school <ul style="list-style-type: none">ensures that mentoring/advising structures are in place that consistently connects each student with a significant adult in the school who delivers lessons and support based on student needs.	The school <ul style="list-style-type: none">is beginning to develop a mentoring/advising structure that ties students to a significant adult in the school.	The school <ul style="list-style-type: none">provides minimal support to develop a mentoring/advising structure that ties students to a significant adult in the school.
4.B.4 The school creates and follows policies and procedures to ensure that the varying academic and social needs of each student is addressed.			
The school <ul style="list-style-type: none">has Multiple, tiered intervention programs that are collaboratively planned, coordinated, and monitored through the Student Assistance Team to ensure a shared responsibility for early, appropriate supports and interventions that contribute to student success.	The school <ul style="list-style-type: none">has Student Assistance Teams that meet to ensure school staff, families, and community support professionals collaboratively plan appropriate interventions and supports for identified students.	The school <ul style="list-style-type: none">has Student Assistance Teams that meet on a regular basis to address the needs of individual students and develop appropriate intervention plans.	The school <ul style="list-style-type: none">has Student Assistance Teams that meet inconsistently and/or are unsuccessful in implementing the appropriate interventions for identified students.

STANDARD 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

Function B: Student Personal Development (continued)

The school staff attends to student, physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education and English second language.

Distinguished	Accomplished	Emerging	Unsatisfactory
4.B.5 The school ensures that a coordinated transition program is in place to successfully move students from one programmatic level to the next, from grade to grade and from school to school.			
The school <ul style="list-style-type: none">• has a process in place that ensures each student's individual academic and personal/ social needs are addressed in order to ensure success as they transition to the next programmatic level, school to school and grade to grade.	The school <ul style="list-style-type: none">• has a structured and coordinated transition program in place to facilitate smooth and successful transition.	The school <ul style="list-style-type: none">• is working to plan and implement coordinated transition programs for successfully moving students from one programmatic level to the next, school to school, and grade to grade.	The school <ul style="list-style-type: none">• has program and policies that are inconsistent year-to-year and/ or are unsuccessful in transitioning students.
4.B.6 The school ensures that English as a Second Language services are provided as needed and that they are monitored for effectiveness.			
The school <ul style="list-style-type: none">• ensures that school staff use data, research-based practices and appropriate resources to holistically support the success of English Language Learners.	The school <ul style="list-style-type: none">• ensures that programs and processes are in place that provide English Language Learners with consistent academic and personal/ social supports that enhance school success.	The school <ul style="list-style-type: none">• is beginning to identify support services, programs and resources to enhance the success of English Language Learners.	The school <ul style="list-style-type: none">• has programs and policies for English Language Learners that are inconsistent in providing academic and personal/ social support and success.
4.B.7 Principal ensures that processes and structures are in place to connect students with significant adults within the school and community.			
The school <ul style="list-style-type: none">• has a well established support network and system in place to ensure student and adult connections are inevitable.	The school <ul style="list-style-type: none">• has structured various community partnerships and school processes, which enhance and establish student and adult connections.	The school <ul style="list-style-type: none">• is beginning to develop processes within the school to support students in connecting with significant adults.	The school <ul style="list-style-type: none">• has no basic structures or processes in place to assist students in connecting with significant adults.

STANDARD 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

Function C: Parent and Community Partnerships

The school forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.

Distinguished	Accomplished	Emerging	Unsatisfactory
4.C.1 Principal and appropriate school staff work with community partners to provide students access to a variety of community services (physical, mental, and counseling, etc.) that lead to increased student well-being.			
The school <ul style="list-style-type: none">• and stakeholders regularly identify and engage community agencies and organizations to provide students and families with a variety of resources and supports to enhance student success and well-being.	The school <ul style="list-style-type: none">• identifies and promotes community agencies and organizations in order to provide students and families a variety of services and resources to address needs and interests.	The school <ul style="list-style-type: none">• demonstrates little effort to connect community agencies with families and/or students to address needs and interests.	The school <ul style="list-style-type: none">• has an unsuccessful and ineffective plan to connect with community agencies.
4.C.2 Principal and staff partner with the business/community to enhance school program offerings, promote student skill development, and provide student leadership opportunities.			
The school <ul style="list-style-type: none">• has multiple, focused and purposeful business/ community partnerships designed to support specific aspects of school programs, student achievement, and school improvement efforts.	The school <ul style="list-style-type: none">• has developed business/ community/ school partnerships to enhance school program offerings and student skill development and utilizes these partnerships to increase student success and motivation.	The school <ul style="list-style-type: none">• has limited partnerships with businesses and/ or the community to enhance school program offerings and student skill development.	The school <ul style="list-style-type: none">• makes little effort and has been unsuccessful in establishing and maintaining community partnerships.
4.C.3 Principal and staff recognize and celebrate successful partnerships in order to sustain and build positive relationships with businesses and other community groups.			
The school <ul style="list-style-type: none">• values working with the families and community and implements strategies to continually revitalize and celebrate these relationships.	The school <ul style="list-style-type: none">• works to build and sustain positive relationships with business and community agencies through recognitions and celebrations of partnerships.	The school <ul style="list-style-type: none">• shows some effort to build positive relationships with business and community agencies.	The school <ul style="list-style-type: none">• takes minimal action to build positive relationships with business and community agencies.

STANDARD 5.0: Educator Growth and Development

In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

Function A: Professional Development

The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practices.

Distinguished	Accomplished	Emerging	Unsatisfactory
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5.A.1 The staff works with others to elevate the teaching profession by promoting and supporting continuous improvement efforts.

The staff <ul style="list-style-type: none">works to elevate the teaching profession by acquiring new knowledge, providing leadership in professional learning, and understanding the student needs, issues, and interests while promoting and supporting continuous improvement.	The staff <ul style="list-style-type: none">works with others to elevate the teaching profession by promoting and supporting continuous improvement and obtaining additional licensures.	The staff <ul style="list-style-type: none">engages in professional learning through advanced licensure and additional certification.	The staff <ul style="list-style-type: none">expresses little interest and takes minimal action to advance licensure and obtain diverse areas of certifications.
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5.A.2 The staff supports instructional improvement through structured opportunities for ongoing discussions about instructional practices and the sharing of ideas.

The staff <ul style="list-style-type: none">supports instructional improvement through frequent, structured opportunities for ongoing discussions and collaboration around instructional practices, content, and the needs of students.	The staff <ul style="list-style-type: none">supports instructional improvement through structured opportunities for ongoing discussions about instructional practices and the sharing of ideas.	The staff <ul style="list-style-type: none">supports instructional improvement through informal discussions about instructional practices and the sharing of ideas.	The staff <ul style="list-style-type: none">makes instructional decisions independently with minimal efforts for improvement.
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5.A.3 The staff designs embedded professional development opportunities to support instructional improvement leading to increased student achievement and success.

The staff <ul style="list-style-type: none">collaboratively gain perspective and deepen their understanding of professional development content through multiple job-embedded structures and processes that support instructional improvement and school goals.	The staff <ul style="list-style-type: none">builds structures and processes to enhance job-embedded professional development opportunities using multiple modes of delivery that support instructional improvement and school goals.	The staff <ul style="list-style-type: none">works to design embedded professional development opportunities to support instructional improvement.	The staff <ul style="list-style-type: none">takes insufficient action to develop and provide job-embedded professional development opportunities.
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5.A.4 The administration rewards accomplishments of the school, staff, and students.

The administration <ul style="list-style-type: none">has processes and structures to consistently acknowledge failures and recognize/reward accomplishments of the community, school, staff and students.	The administration <ul style="list-style-type: none">has processes and structures to consistently recognize and reward accomplishments of the school, staff, and students.	The administration <ul style="list-style-type: none">understands the need to recognize and reward accomplishments of the school, staff, and students but have yet to recreate processes and structure to ensure consistent implementation.	The administration <ul style="list-style-type: none">does not have processes and structures in place to recognize effort and reward accomplishments of staff and students.
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STANDARD 5.0: Educator Growth and Development

In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

Function B: Teacher Collaboration

The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice.

Distinguished	Accomplished	Emerging	Unsatisfactory
5.B.1 Teachers participate in collaborative teams that work interdependently toward common student achievement goals.			
The teachers <ul style="list-style-type: none">work collaboratively to improve student learning and well-being and are given regular time and structure to meet in collaborative teams.	The teachers <ul style="list-style-type: none">work collaboratively and are given time to meet in collaborative teams.	The teachers <ul style="list-style-type: none">randomly collaborate toward common student goals .	The teachers <ul style="list-style-type: none">work independently.
5.B.2 Teachers collaboratively reflect on data and assessment as they work to plan instruction and assess student progress.			
The teachers <ul style="list-style-type: none">engage in collaborative team meetings are productive by facilitating the use of data, providing resources, and assisting with professional development needs.reflect on shared data to create common assessments, review student work, and establish targets for improved student learning.	The teachers <ul style="list-style-type: none">reference the essential questions of what do we want our students to know and be able to do, how will we know when they have mastered them, what will we do when they have not, when meeting in collaborative teams.collaboratively reflect on data and assessments, and establish targets.	The teachers <ul style="list-style-type: none">are beginning to be supported by school leaders to work collaboratively in teams.have not developed a consistent process to reflect on data and assessment to establish learning targets.	The teachers <ul style="list-style-type: none">are unsuccessful in working within collaborative teams.do not reflect on shared data to create assessments or establish learning targets.

STANDARD 5.0: Educator Growth and Development

In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

Function C: Evaluation, Feedback and Support

The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

Distinguished	Accomplished	Emerging	Unsatisfactory
5.C.1 Principal observes instruction on a regular basis and provides feedback to support teachers in instructional improvement.			
School leaders <ul style="list-style-type: none">• collaborate with staff to establish processes and structures for classroom observation sessions that are targeted on specific goals meant to improve instruction and increase learning.• collaborate with others to effectively create school environments where all are agents of change and use change theory to successfully initiate and sustain change efforts in the school that positively impact teaching quality, school improvement and student achievement.	School leaders <ul style="list-style-type: none">• have processes and structures in place to observe instruction and provide feedback and support to teachers to improve student achievement.• maintains a school climate to positively impact teaching quality, school improvement and student learning.	School leaders <ul style="list-style-type: none">• occasionally provide feedback and support to teachers to improve student learning.• recognize the need and have attempted to create a positive school climate.	School leaders <ul style="list-style-type: none">• provide inappropriate feedback and minimal support to teachers to improve student achievement.• have minimal understanding of the importance and action steps needed to initiate and sustain change.
5.C.2 Principal develops and implements induction and orientation structures and processes to support success and retention of new faculty.			
School leaders <ul style="list-style-type: none">• collaborate with others to identify and implement emerging technology resources to support ongoing professional development and lifelong learning.	School leaders <ul style="list-style-type: none">• identify and engage technology-based opportunities for professional development and lifelong learning	School leaders <ul style="list-style-type: none">• use limited technology to deliver professional development.	School leaders <ul style="list-style-type: none">• have minimal understanding about the benefits and need to use technology as a technique to deliver professional development.

STANDARD 6.0 Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Function A: Facilities

Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students

Distinguished	Accomplished	Emerging	Unsatisfactory
6.A.1 The school environment is safe and secure.			
The school <ul style="list-style-type: none">• collaborates with all stakeholders, including parents and the community to ensure that the environment is safe and secure.	The school <ul style="list-style-type: none">• provides an environment that is safe and secure.	The school <ul style="list-style-type: none">• is working to provide an environment that is safe and secure.	The school <ul style="list-style-type: none">• environment is unsafe and is not secure.
6.A.2 The school elicits the support of the central office to ensure that the school is efficiently and effectively operated, clean, well-maintained, meets federal, state and local regulatory requirements, as well as best facilities practices, for the enhancement of learning and teaching.			
The school <ul style="list-style-type: none">• collaborates with all school stakeholders and actively seeks multiple resources to ensure that the school structure provides optimal conditions for teaching and learning.	The school <ul style="list-style-type: none">• elicits the support of the central office to ensure that the school is efficiently and effectively operated, clean, well-maintained, meets federal, state and local regulatory requirements, as well as best facilities practices, for the enhancement of learning and teaching.	The school <ul style="list-style-type: none">• is working to ensure that the school is efficiently and effectively operated, clean, well-maintained, and meets federal, state and local regulations.	The school <ul style="list-style-type: none">• takes insufficient action to ensure that the environment is clean, well-maintained and meets all regulation.

STANDARD 6.0 Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Function B: Fiscal Resources

Policies and processes are established and applied to obtain, allocate and efficiently manage school fiscal resources.

Distinguished	Accomplished	Emerging	Unsatisfactory
6.B.1 The school ensures that efficient and effective accounting systems and procedures are in place and followed by all school personnel.			
The school <ul style="list-style-type: none">works with all personnel to institute open and transparent accounting systems that are efficient and effective.	The school <ul style="list-style-type: none">ensures that efficient and effective accounting systems and procedures are in place and followed by all.	The school <ul style="list-style-type: none">is working to put efficient and effective accounting systems and procedures in place.	The school <ul style="list-style-type: none">has an inefficient or ineffective accounting system and procedure in place.
6.B.2 The school is proactive in securing resources through local, state and federal processes.			
The school <ul style="list-style-type: none">collaborates with all school stakeholders, including parents and the community, to seek resources through multiple processes and from multiple sources to support teaching and learning.	The school <ul style="list-style-type: none">is proactive in securing resources through local, state and federal processes to support teaching and learning.	The school <ul style="list-style-type: none">seeks resources to support teaching and learning.	The school <ul style="list-style-type: none">takes insufficient action to seek and secure resources to support teaching and learning.
6.B.3 The school is able to align and blend resources to accomplish the school's mission and strategic plan.			
The school <ul style="list-style-type: none">collaborates with all school stakeholders, including parents and the community, to creatively use school resources to accomplish the school's mission and strategic plan.	The school <ul style="list-style-type: none">blends resources to accomplish the school's mission and strategic plan.	The school <ul style="list-style-type: none">works to use resources to accomplish the school's mission and strategic plan.	The school <ul style="list-style-type: none">misuses resources and/or is unsuccessful in using resources to accomplish school's mission and strategic plan.
6.B.4 The school elicits support from the central office that ensures faculty are provided materials and professional development necessary for the successful execution of their jobs.			
The school <ul style="list-style-type: none">collaborates with all school stakeholders, including parents and the community, to ensure that faculty are provided materials and professional development necessary for the successful execution of their jobs and attainment of school goals.	The school <ul style="list-style-type: none">elicits support from the central office that ensures faculty are provided materials and professional development necessary for the successful execution of their jobs .	The school <ul style="list-style-type: none">is working to obtain materials and professional development necessary for the successful execution of their jobs.	The school <ul style="list-style-type: none">takes insufficient action to obtain materials and professional development necessary for the successful execution of all duties.

STANDARD 6.0 Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Standard C: Personnel

High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.

Distinguished	Accomplished	Emerging	Unsatisfactory
6.C.1 The principal with support from the central office ensures that personnel are appropriately licensed.			
The principal <ul style="list-style-type: none">works with school stakeholders to support advanced licensure and professional development to support staff improvement.	The principal <ul style="list-style-type: none">with support from the central office ensures that personnel are appropriately licensed.	The principal <ul style="list-style-type: none">works to ensure that personnel are appropriately licensed.	The principal <ul style="list-style-type: none">takes insufficient action to ensure that personnel are appropriately licensed.
6.C.2 The principal and assistant principals ensures evaluation policies are implemented according to WV Code and WVBE policies.			
The principal <ul style="list-style-type: none">collaborates with staff to implement staff evaluations according to WV Code and WVBE policy and use evaluations for individualized improvement planning and personal growth.	The principal <ul style="list-style-type: none">and assistant principals ensure evaluation policies are implemented according to WV Code and WVBE policies.	The principal <ul style="list-style-type: none">works to ensure evaluation policies are implemented according to WV Code and WVBE policies.	The principal <ul style="list-style-type: none">has implemented evaluation policies that are inconsistent with WV Code and WVBE policies.
6.C.3 The principal ensures that all personnel are assigned efficiently and effectively based on WV Code and WVBE policy.			
The principal <ul style="list-style-type: none">collaborates with others to efficiently and effectively assign personnel based on WV Code and WVBE policy and to provide optimal educational benefits for students.	The principal <ul style="list-style-type: none">ensures that all personnel are assigned efficiently and effectively based on WV Code and WVBE policy.	The principal <ul style="list-style-type: none">works to ensure that all personnel are assigned efficiently and effectively based on WV Code and WVBE policy.	The principal <ul style="list-style-type: none">assigns personnel ineffectively and/or against WV Code and WVBE policy.
6.C.4 The principal uses communication tools and methods to recruit and retain talented and qualified personnel.			
The principal <ul style="list-style-type: none">collaborates with others to use multiple methods to proactively recruit and retain talented and qualified personnel that meet identified needs of the school.	The principal <ul style="list-style-type: none">uses communication tools and methods to recruit and retain talented and qualified personnel.	The principal <ul style="list-style-type: none">works to recruit talented and qualified personnel.	The principal <ul style="list-style-type: none">takes insufficient action to recruit and retain talented and qualified personnel.

STANDARD 6.0 Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Standard C: Personnel (continued)

High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.

Distinguished	Accomplished	Emerging	Unsatisfactory
6.C.5 The principal ensures that all pre-service candidates are engaged in larger learning communities and are provided opportunities for growth and development at the school.			
The principal <ul style="list-style-type: none">• collaborates with others to ensure that all pre-service candidates are engaged in larger learning communities and are provided multiple opportunities for growth and development at the school.	The principal <ul style="list-style-type: none">• and instructional staff set high expectations for all beginning educators and those assigned as mentors.	The principal <ul style="list-style-type: none">• works to provide pre-service candidates with opportunities to be involved in learning communities and other opportunities for growth and development at the school.	The principal <ul style="list-style-type: none">• makes minimal or insufficient action to provide pre-service candidates with opportunities to be involved in learning communities at the school.
6.C.6 The school has high expectations for all beginning educators and those assigned as mentors.			
The principal <ul style="list-style-type: none">• collaborates with others to set high expectations for all beginning educators and those assigned as mentors and works to ensure that all clearly understand those expectations and their implications.	The principal <ul style="list-style-type: none">• and instructional staff set high expectations for all beginning educators and those assigned as mentors.	The principal <ul style="list-style-type: none">• works to set high expectations for all beginning educators and those assigned as mentors.	The principal <ul style="list-style-type: none">• holds low expectations for all beginning educators and those assigned as mentors.
6.C.7 The principal develops and implements induction and orientation structures and processes to support success and retention of new staff.			
The principal <ul style="list-style-type: none">• collaborates with others to develop, implement, and monitor induction and orientation structures and processes to support the success and retention of new staff.	The principal <ul style="list-style-type: none">• develops and implements induction and orientation structures and processes to support the success and retention of new staff.	The principal <ul style="list-style-type: none">• is working to develop and implement induction and orientation structures and processes to support the success and retention of new staff.	The principal <ul style="list-style-type: none">• takes insufficient action to develop and implement induction and orientation structures and processes to support the success and retention of new staff.

STANDARD 6.0 Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Function D: Data, Information Systems, Technology Tools and Infrastructure

The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.

Distinguished	Accomplished	Emerging	Unsatisfactory
6.D.1 Principal ensures that the statewide information system (WVEIS) is utilized to constantly update various student and personnel data.			
The principal <ul style="list-style-type: none">constantly updates WVEIS and various student and personnel data and uses that data to make informed decisions which guide the school.	The principal <ul style="list-style-type: none">ensures that the statewide information system (WVEIS) is utilized to constantly update various student and personnel data.	The principal <ul style="list-style-type: none">works to update WVEIS and various student and personnel data.	The principal <ul style="list-style-type: none">inconsistently updates WVEIS and various student and personnel data.
6.D.2 The principal elicits support from the central office to ensure current technology resources are provided and the infrastructure is in place for teaching and learning.			
The principal <ul style="list-style-type: none">collaborates with others to secure and maintain high quality technology resources and infrastructure is in place for teaching and learning.	The principal <ul style="list-style-type: none">elicits support from the central office to ensure current technology resources are provided and the infrastructure is in place for teaching and learning.	The principal <ul style="list-style-type: none">works to provide current technology resources and infrastructure are in place for teaching and learning.	The principal <ul style="list-style-type: none">provides insufficient or ineffective technology resources and infrastructure for teaching and learning.
6.D.3 Teachers use digital technology and software to enrich instruction and promote technology literacy.			
The teachers <ul style="list-style-type: none">collaborates with others to ensure that all staff understand and effectively integrate technology into instruction and promotes the use of technology to create an intergenerational learning community that extends beyond the boundaries of the school.	The teachers <ul style="list-style-type: none">use digital technology and software to enrich instruction and promote technology literacy.	The teachers <ul style="list-style-type: none">are working to use digital technology and software to enrich instruction and promote technology literacy.	The teachers <ul style="list-style-type: none">have minimal understanding of the benefits and need to use digital technology and software to enrich instruction and promote technology literacy.
6.D.4 Teachers provide opportunities for students to make strategic decisions about the use of technology tools and other resources to gain and demonstrate understanding.			
The teachers <ul style="list-style-type: none">collaborate with others, including students, to provide opportunities for students to make strategic decisions about the use of technology tools and other resources to gain and demonstrate understanding.	The teachers <ul style="list-style-type: none">provide opportunities for students to make strategic decisions about the use of technology tools and other resources to gain and demonstrate understanding.	The teachers <ul style="list-style-type: none">are working to provide opportunities for students to make strategic decisions about the use of technology tools and other resources to gain and demonstrate understanding.	The teachers <ul style="list-style-type: none">provide minimal opportunities for students to make strategic decisions about the use technology tools and other resources to gain and demonstrate understanding

STANDARD 6.0 Efficient and Effective Management

In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

Function D: Data, Information Systems, Technology Tools and Infrastructure (continued)

The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.

Distinguished	Accomplished	Emerging	Unsatisfactory
6.D.5 Teachers use a variety of well-organized learning materials, resources and technologies to make subject matter accessible to all.			
The teachers <ul style="list-style-type: none">• collaborate to integrate a variety of learning materials, resources, technologies, and instructional strategies to make subject matter accessible to all students.	The teachers <ul style="list-style-type: none">• use a variety of well-organized learning materials, resources and technologies to make subject matter accessible to all students.	The teachers <ul style="list-style-type: none">• are working to use learning materials, resources, and technologies to make subject matter accessible to all students.	The teachers <ul style="list-style-type: none">• minimally or ineffectively use learning materials, resources, and technology to make subject matter accessible to all students.
6.D.6 Teachers promote digital citizenship through the safe and healthy use of technology resources.			
The teachers <ul style="list-style-type: none">• collaborate to promote digital citizenship within and outside of the school through the safe and healthy use of technology resources.	The teachers <ul style="list-style-type: none">• promote digital citizenship through the safe and healthy use of technology resources.	The teachers <ul style="list-style-type: none">• inconsistently promote digital citizenship through the safe and healthy use of technology resources.	The teachers <ul style="list-style-type: none">• model unsafe and unhealthy use of technology resources and digital citizenship.

Standard 7.0: Engages in Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function A: Focused and Coherent Plan

The school establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan

Distinguished	Accomplished	Emerging	Unsatisfactory
7.A.1 The principal and school leadership team use multiple sets of data to discover and prioritize needs for improvement in each High Quality Standard and set goals for moving the school toward its vision of improved student learning.			
The principal and school leadership team <ul style="list-style-type: none">created a vision of excellence for the school which is informed by best practice and scientific research.The team establishes a communication network with representative groups from which to collect input and reach consensus about the vision of learning.The team adjusts the vision as it is implemented and new learning takes place.	The principal and school leadership team <ul style="list-style-type: none">created a shared vision of excellence for the school using input gathered from all segments of the school community.A wide range of research and best practice issued to help inform the vision. The vision is communicated widely to the school community.	The principal and school leadership team <ul style="list-style-type: none">created a vision of excellence for the school using input gathered from most segments of the school community.A narrow range of research is used to help inform the vision.	The principal and school leadership team <ul style="list-style-type: none">developed goals and priorities for the school that have not been adopted by all stakeholders.
7.A.2 The principal and school leadership team work with staff to create and communicate a shared vision of excellence for student learning.			
The principal and school leadership team <ul style="list-style-type: none">engage all school stakeholders in developing a coherent data collection process that facilitates conversations and informs decisions about teaching and student learning.set SMART goals and expectations that are designed, shared and evaluated to increase student achievement and improve all seven underlying areas of school quality.	The principal and school leadership team <ul style="list-style-type: none">collaborate with others to collect, organize and study data to comprehensively study the current reality of the school and make decisions about teaching and student learning.set SMART goals and expectations that are designed, shared and evaluated to increase student achievement and improve many underlying areas of school quality.	The principal and school leadership team <ul style="list-style-type: none">collect, organize and study data to comprehensively understand the current reality of the school and make decisions about teaching and student learning.set school goals based on data.	The principal and school leadership team <ul style="list-style-type: none">allow an inaccurate, unclear view of the health of the school to exist among staff because of incomplete understanding or lack of analysis of data. They rely on inadequate analysis of summative (Westest2) data and have no data or widespread understanding of data to measure the climate or culture of the school, student engagement or other important areas of school quality.

Standard 7.0: Engages in Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function A: Focused and Coherent Plan (continued)

The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan

Distinguished	Accomplished	Emerging	Unsatisfactory
7.A.3 The School Leadership Team plans the changes that might be necessary in school climate, leadership practices, curriculum, instruction, assessment, student support services, family involvement, and community connections to build a culture of learning for all and achieve the stated goals for improving student learning.			
The principal and school leadership team <ul style="list-style-type: none">including representatives of all segments of the school community to cultivate collective commitment to actions to achieve goals and efficacy of action.All stakeholders are using the team approach.The teams use tools and techniques to reach decisions through consensus and collective commitments for action with all elements of the school community.	The principal and school leadership team <ul style="list-style-type: none">include representatives of all segments of the school community and jointly complete the plan.Input is gathered and communication is established from throughout the larger school community to develop broad support for the decisions that have been made and for the plan.	The principal and school leadership team <ul style="list-style-type: none">lead the writing of an improvement plan.Some decisions about what change is needed and how to implement the change necessary for improved student learning are made through collaborative teams and involve the consensus of stakeholders.	The principal and school leadership team <ul style="list-style-type: none">allow the school improvement plan to be written by administrators in isolation from the larger school community or with input from a narrow group of school stakeholders; or there is no formal improvement plan.

Standard 7.0: Engages in Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function B: Implementation Processes and Structures

The school has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.

Distinguished	Accomplished	Emerging	Unsatisfactory
7.B.1 Principal schedules time for collaborative planning and decision-making to facilitate continuous improvement and increased student learning.			
The principal and school leadership team <ul style="list-style-type: none">• use team processes and structures to identify, develop, recognize and reward staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.	The principal and school leadership team <ul style="list-style-type: none">• are working to identify and develop staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.	The principal and school leadership team <ul style="list-style-type: none">• are working to identify and develop staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.	The principal and school leadership team <ul style="list-style-type: none">• are taking minimal action to develop staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.
7.B.2 The principal and school leadership team identifies and develops leadership in staff and other school stakeholders to facilitate increased student achievement.			
The principal and school leadership team <ul style="list-style-type: none">• generates support from formal stakeholder collaborative teams through a communication plan and collaborative discussion about a full range of school quality data. Building consensus for decisions leads to collective commitment for desired change in school and teacher practices necessary for a High Quality School.	The principal and school leadership team <ul style="list-style-type: none">• generates support from a variety of stakeholders through communication and collaborative discussion about data. Building consensus for decisions leads to collective commitment for necessary change.	The principal and school leadership team <ul style="list-style-type: none">• generates support from a variety of stakeholders through communication and collaborative discussion about data. Building consensus for decisions leads to collective commitment for necessary change.	<ul style="list-style-type: none">• Staff, students, central office, parents and community are apathetic about or resistant to initiatives for change necessary to increase student learning.
7.B.3 The school leadership team generates support from students, staff, the central office and from community and parent leaders for implementing the changes necessary to increase student learning.			
The principal and school leadership team <ul style="list-style-type: none">• I develop and implement new approaches for scheduling that allow ample time for collaborative planning and decision-making to facilitate continuous improvement of teaching and increased student achievement. The time is regular and adequate for a variety of teams; and the work of teams in that time is monitored.	The principal and school leadership team <ul style="list-style-type: none">• examine schedules and assignments to provide time for collaborative planning and decision-making to facilitate continuous improvement of teaching and increased student learning. The time is regular and adequate for staff; and staff members are expected to attend.	The principal and school leadership team <ul style="list-style-type: none">• has irregular or inadequate time for collaborative planning and decision-making to facilitate continuous improvement and professional learning.	The principal and school leadership team <ul style="list-style-type: none">• have not provided time for collaborative planning and decision-making to facilitate continuous improvement of learning in the current school schedule or, if it exists, attendance by staff is voluntary.

Standard 7.0: Engages in Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function B: Implementation Processes and Structures (continued)

The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.

Distinguished	Accomplished	Emerging	Unsatisfactory
7.B.4 A variety of collaborative teams become a professional learning community through the work of continuous improvement.			
The principal and school leadership team <ul style="list-style-type: none">• use established processes of inquiry and collaborative structures to actively monitor and revise improvement plan goals, action steps, responsibilities, timelines and objectives and communicate that work to all other teams and stakeholders.	The principal and school leadership team <ul style="list-style-type: none">• with the involvement of some staff members, actively monitor and revise improvement plan action steps, responsibilities, timelines and objectives.	The principal and school leadership team <ul style="list-style-type: none">• monitor and revise the improvement plan action steps, responsibilities, timelines and objectives.	The principal and school leadership team <ul style="list-style-type: none">• work independently to improve instruction and learning. The lack of adequate positive learning results in frustration which further leads to inaccurately attributing poor learning to a variety of problems (e.g. poverty, parents).
7.B.5 The principal and school leadership team organize the staff into job-alike collaborative teams that use a process of inquiry to analyze assessment data to establish team goals that support school goals, identify learning targets, plan instruction, design common classroom formative assessment to promote student learning, provide ongoing instruction and assessments, collect evidence of student learning, use this evidence to revise curriculum, instruction and assessments and use the data to set the next round of goals for increased student learning.			
The principal and school leadership team <ul style="list-style-type: none">• analyze performance data and take responsibility for engaging in continuous, purposeful professional development using such things as professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders in order to improve student performance.	The principal and school leadership team <ul style="list-style-type: none">• use a variety of methods to engage teachers in continuous, purposeful professional development opportunities based on research and data that result in improved teaching and learning.	The principal and school leadership team <ul style="list-style-type: none">• use a variety of methods to provide school staff with ongoing, relevant professional development opportunities that result in improved teaching and learning.	The principal and school leadership team <ul style="list-style-type: none">• provide professional development opportunities that limit ongoing and sustainable learning experiences that result in improved instructional practices.

Standard 7.0: Engages in Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function B: Implementation Processes and Structures (continued)

The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.

Distinguished	Accomplished	Emerging	Unsatisfactory
7.B.6 The Principal and School Leadership Team use a variety of methods to provide ongoing and sustained professional development that results in the conceptual knowledge necessary to improve instructional practice.			
The principal and school leadership team <ul style="list-style-type: none">• Efforts to transform conceptual knowledge into improved instructional practice use established structures and processes to promote job-embedded learning and support an emphasis on professional learning everyday by all school stakeholders.• Supervised team-based professional learning uses inquiry, discussion, observation, reflection and collaboration with job-alike peers	The principal and school leadership team <ul style="list-style-type: none">• Efforts to transform conceptual knowledge into improved instructional practice use structures and processes to promote job-embedded learning in collaborative teams at least weekly.• Team-based learning uses inquiry, discussion, observation, reflection and collaboration with job-alike peers to promote effective instructional practice.	The principal and school leadership team <ul style="list-style-type: none">• Efforts to transform conceptual knowledge into improved instructional practice are beginning to use inquiry, discussion, observation and collaboration with job-alike peers.	The principal and school leadership team <ul style="list-style-type: none">• Efforts to transform conceptual knowledge into improved instructional practice are limited to professional development.

Standard 7.0: Engages in Continuous Improvement

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

Function C: Monitoring and Communicating Results

The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.

Distinguished	Accomplished	Emerging	Unsatisfactory
7.C.1 The School Leadership Team monitors the implementation of the strategic plan through collection of appropriate data and two way communication to listen to staff and others' concerns in order to be able to make midcourse adjustments in the plan if necessary.			
The principal and school leadership team <ul style="list-style-type: none">• and members of all other collaborative teams are able to identify school goals, what actions are occurring to achieve those goals and their involvement in those actions.	The principal and school leadership team <ul style="list-style-type: none">• and most other staff members are able to identify school goals, what actions steps occurring to achieve those goals and their involvement in those actions.	The principal and school leadership team <ul style="list-style-type: none">• are able to identify school goals, what actions are occurring to achieve those goals and their involvement in those actions.	The principal and school leadership team <ul style="list-style-type: none">• When interviewed, school staff may be able to identify school goals, but are confused about what actions are occurring to achieve those goals. Staff members do not understand their involvement in those actions.
7.C.2 The School Leadership Team monitors the implementation timelines, responsibilities, and effects to make midcourse adjustments in the plan if necessary.			
The principal and school leadership team <ul style="list-style-type: none">• School leaders engage all school stakeholders in developing a coherent data collection process that facilitates conversations and informs decisions about teaching and student learning and make adjustments to decisions and plans.	The principal and school leadership team <ul style="list-style-type: none">• School leaders collaborate with others to collect, organize and study data to comprehensively study the system and make collective decisions about teaching and student learning and make adjustments to decisions and plans.	The principal and school leadership team <ul style="list-style-type: none">• School leaders collect, organize and study data to comprehensively study the system and make decisions about teaching and student learning.	The principal and school leadership team <ul style="list-style-type: none">• School leaders inconsistently, inefficiently, or unsuccessfully collect, organize and student multiple data sources to study the system and make decisions.
7.C.3 The School Leadership Team documents progress toward the goals stated in the strategic plan of increased student learning and implementation of High Quality Standards by collecting data as evidence and communicating results to all who have a stake in increased student learning.			
The principal and school leadership team <ul style="list-style-type: none">• SMART goals to monitor improvement program success have been set by the School Leadership Team and are monitored, discussed and adjusted as needed on a regular basis. Goals help guide administrators and staff in their selection of professional learning activities.	The principal and school leadership team <ul style="list-style-type: none">• SMART goals to monitor improvement program success have been set by the School Leadership Team and are monitored, discussed and adjusted as needed on a regular basis.	The principal and school leadership team <ul style="list-style-type: none">• SMART goals to monitor improvement program success have been set by the School Leadership Team and are monitored on a regular basis.	The principal and school leadership team <ul style="list-style-type: none">• school leaders take minimal action and effort to establish and monitor SMART goals.

