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## **Standard 2: Governance and Leadership**

### **INDICATOR 2.5**

**Leadership engages stakeholders effectively in support of the system's purpose and direction.**

- Level 4** Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership.
- Level 3** Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation; engagement in the system and its schools; a sense of community; and ownership.
- Level 2** Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.
- Level 1** Leaders rarely or never communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools.

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## **Standard 2: Governance and Leadership**

### **INDICATOR 2.6**

**Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.**

- Level 4** The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.
- Level 3** The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.
- Level 2** The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
- Level 1** The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.

## Standard 3

# Teaching and Assessing for Learning

*The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.*

### INDICATOR 3.1

The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

- Level 4** Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.
- Level 3** Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.
- Level 2** Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Some individualized learning activities for each student are evident randomly or in some but not all schools.
- Level 1** Curriculum and learning experiences in each course/class across the system provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes in different schools or even within a school do not always have the same learning expectations. Few or no individualized learning activities for students are evident in any schools across the system.