

## NCCAT-S Evidence Guide

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The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) Evidence Guide was created to assist school audit teams in conducting the NCCAT-S. This tool identifies the types of evidence that each audit team may want to consider examining while investigating the individual elements of the NCCAT-S. Although multiple forms of evidence should be considered, it is not necessary or recommended that all of the listed evidence for each element be reviewed. Rather it is suggested that an audit team consider three evidence items per element to examine. By examining these recommended lines of evidence, audit teams and schools will be able to best determine the rating of each element and the level of implementation of any given indicator.

For each indicator and its respective elements, the types of evidence to consider examining is identified within seven different categories: Observation, Principal Interview, Teacher/Specialist Focus Group/Interview, Student Focus Group, Parent Focus Group and Document Review. All of the Interview and Focus Group categories refer to protocol tools available in the NCCAT-S User's Guide found on the Nevada Department of Education website ([http://www.doe.nv.gov/SI\\_NCCAT.htm](http://www.doe.nv.gov/SI_NCCAT.htm)). Additionally, the NCCAT-S Evidence Guide lists documents that audit teams will want to consider reviewing in order to find evidence that illustrates the level of implementation of each given element. Typically, schools and/or districts will have many of the documents that are suggested to review. Once evidence is collected and examined, audit teams will be able to accurately rate the school's level of implementation per element on the NCCAT-S rubric.

A statewide task force, the Nevada Department of Education (NDE), WestEd, and RMC Research Corporation developed the NCCAT-S Evidence Guide through a collaborative effort. Initially, the statewide task force, representing both rural and urban school districts, identified the types of evidence they considered to be critical to examine per indicator and element. WestEd and RMC reviewed the suggested evidence and developed tools to assist in the collection of evidence; while NDE provided final revision and review of the document.

*Revised October 15, 2010*

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.1 All instructional staff implements a curriculum that is aligned with state standards.</b>						
<b>Elements:</b>						
<i>Vertical Alignment:</i> The instructional staff implements a written curriculum vertically aligned to all state core content standards.	- Classroom	Tool #1 Form A Questions 1, 2	Tool #2 Form A Questions 1, 2			<ul style="list-style-type: none"> <li>- Curriculum maps (Pacing Guide Benchmarks)</li> <li>- Lesson Plans</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> </ul>
<i>Horizontal Alignment:</i> The instructional staff implements a written curriculum horizontally aligned to all state core content standards.	- Classroom	Tool #1 Form A Question 1 Tool #1 Form A Question 3	Tool #2 Form A Question 1 Tool #2 Form A Question 3			<ul style="list-style-type: none"> <li>- Curriculum maps (Pacing Guide Benchmarks)</li> <li>- Lesson Plans</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> </ul>
<i>Professional Development:</i> All instructional staff receives copies of the state content standards and participates in professional development to understand and implement curriculum aligned with state content standards as needed.		Tool #1 Form A Questions 4, 5	Tool #2 Form A Questions 4, 5			<ul style="list-style-type: none"> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> </ul>

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.2 All instructional staff delivers the standards-based curriculum to all students.</b>						
<b>Elements:</b>						
<i>Standards-Based Instruction:</i> All instructional staff ensures that all students receive grade-level/content area, standards-based instruction designed to help students achieve at the proficient level.	- Classroom		Tool #2 Form A Question 6	Tool #4 Form A Question 1		- Lesson Plans - Observation logs and/or artifacts (e.g., SST, Admin.) - Standards-based/ classroom assessments
<i>Content Knowledge:</i> All instructional staff accurately teaches content and uses vocabulary aligned to the content standards.	- Classroom	Tool #1 Form A Question 6	Tool #2 Form A Question 7	Tool #4 Form A Question 2		- Lesson Plans - Examples of student work - Observation logs and/or artifacts (e.g., SST, Admin.) - Standards-based/ classroom assessments
<i>Cognitive Level:</i> All instructional staff delivers instruction that reflects the level of cognitive demand indicated in the state core standards.	- Classroom		Tool #2 Form A Questions 8, 12			- Lesson Plans - Examples of student work - Observation logs and/or artifacts (e.g., SST, Admin.)
<i>Communication:</i> All instructional staff clearly communicates grade-level/content area standards in student friendly terms.	- Classroom		Tool #2 Form A Question 9	Tool #4 Form A Question 3		- Lesson Plans - Examples of student work - Observation logs and/or artifacts (e.g., SST, Admin.)
<i>Observable Student Work:</i> Student work consistently reflects grade-level/content area standards.			Tool #2 Form A Questions 10, 11	Tool #4 Form A Question 4		- Examples of student work - Standards-based/ classroom assessments

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.3 All instructional staff uses effective instructional strategies to meet the learning needs of all students.</b>						
<b>Elements:</b>						
<i>Effective Strategies:</i> All instructional staff uses proven effective instructional strategies using differentiated instruction, most of the time to meet the learning needs of individual students and student groups.	- Classroom			Tool #4 Form A Question 5		<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- IEP Accommodations/ Modifications</li> <li>- AMAO data</li> <li>- Intervention Program data/reports</li> </ul>
<i>Adaptations:</i> All instructional staff uses multiple approaches to instruction. All staff uses whole group, small group, and individualized instruction on a consistent basis.	- Classroom			Tool #4 Form A Question 5		<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- IEP Accommodations/ Modifications</li> <li>- AMAO data</li> <li>- Intervention Program data/reports</li> </ul>
<i>Professional Development:</i> All instructional staff participates in professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge.						<ul style="list-style-type: none"> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> <li>- Mentoring/Coaching logs</li> </ul>
<i>Cultural/Linguistic Responsiveness:</i> All instructional staff uses instructional strategies that are designed to address students with diverse linguistic and cultural backgrounds.	- Classroom (check for diversity of materials)			Tool #4 Form A Question 6		<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Intervention Program data/reports</li> </ul>

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.4 All instructional staff routinely collaborates to review the impact of instructional strategies and to modify instruction accordingly.</b>						
<b>Elements:</b>						
<i><b>Collaboration:</b></i> All instructional staff routinely collaborates to review the impact of instructional strategies by examining assessment data. Collaboration time is regularly scheduled and the impact on classroom instruction is formally reviewed.	- Collaboration meetings	Tool #1 Form A Questions 7, 7a, 7b	Tool #2 Form A Questions 14, 14a, 14b			- Collaboration meeting (PLC or STPT) agendas and/or minutes - School schedule - Observation logs and/or artifacts (e.g., SST, Admin.)
<i><b>Sharing Information:</b></i> All instructional staff routinely shares information on what works for individual students with other teachers who instruct the same students.	- Collaboration meetings	Tool #1 Form A Questions 7a, 8	Tool #2 Form A Questions 14, 15			- Collaboration meeting (PLC or STPT) agendas and/or minutes - Observation logs and/or artifacts (e.g., SST, Admin.)
<i><b>Continuous Improvement:</b></i> Each instructional staff analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient.	- Collaboration meetings	Tool #1 Form A Questions 7c, 9, 10	Tool #2 Form A Questions 14c, 16, 17			- Collaboration meeting (PLC or STPT) agendas and/or minutes - Observation logs and/or artifacts (e.g., SST, Admin.)

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.5 All instructional staff analyzes results from available assessments, including state and local, and uses the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.</b>						
<b>Elements:</b>						
<i>Analyze and Use Data:</i> All instructional staff consistently analyzes classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.		Tool #1 Form A Questions 11, 11a, 11b, 11c, 13, 13a	Tool #2 Form A Questions 18, 18a, 18b, 19, 19a			<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Achievement data</li> <li>- Grade level/Department Common assessments</li> <li>- Data reports</li> <li>- MAPs, DIBELs, AimsWeb, IDMS, etc. reports</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> </ul>
<i>Collaboration:</i> All instructional staff meets periodically to collectively analyze assessment data to improve instruction, particularly for those students whose achievement is not improving.	- Collaboration meetings	Tool #1 Form A Questions 12, 12a, 13, 13a	Tool #2 Form A Question 18c			- Collaboration meeting (PLC or STPT) agendas and/or minutes
<i>Professional Development:</i> All instructional staff receives training on how to analyze and use data to refocus and modify instruction.	- Professional Development	Tool #1 Form A Questions 14, 14a, 14b	Tool #2 Form A Questions 20, 20a, 20b			<ul style="list-style-type: none"> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> </ul>

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<p><b>1.6 All instructional staff provides students with additional instruction and intervention as needed to improve student achievement.</b></p>						
<p><b>Elements:</b></p>						
<p><i>Identification:</i> All instructional staff follows a well-defined process to identify students who need additional instruction and intervention.</p>		<p>Tool #1 Form A Question 15, 15a</p>	<p>Tool #2 Form A Questions 21, 21a, 21b</p>		<p>Tool #3 Question 1</p>	<ul style="list-style-type: none"> <li>- Plan of delivery for intervention</li> <li>- Schedule/roster of students involved                             <ul style="list-style-type: none"> <li>- RtI documents</li> <li>- SIPs</li> <li>- School schedule</li> </ul> </li> <li>- Bus or other transportation schedules                             <ul style="list-style-type: none"> <li>- Initial universal screening</li> <li>- Benchmark data</li> <li>- Progress monitoring</li> <li>- CRT Data</li> </ul> </li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>
<p><i>Re-teaching/Additional Instruction:</i> All instructional staff routinely provides additional instruction and a variety of interventions to identified students (through assessment results) during the school day. The instruction uses different methods and materials to re-teach.</p>	<ul style="list-style-type: none"> <li>- Classroom, including observation of interventions</li> </ul>	<p>Tool #1 Form A Question 16, 16a</p>	<p>Tool #2 Form A Questions 22, 22a</p>		<p>Tool #3 Question 2</p>	<ul style="list-style-type: none"> <li>- Plan of delivery for intervention</li> <li>- Schedule/roster of students involved                             <ul style="list-style-type: none"> <li>- RtI documents</li> <li>- SIPs</li> <li>- School schedule</li> </ul> </li> <li>- Bus or other transportation schedules                             <ul style="list-style-type: none"> <li>- Initial universal screening</li> <li>- Benchmark data</li> <li>- Progress monitoring</li> <li>- CRT Data</li> </ul> </li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>

<p><b>Participation:</b> All students who are identified have the opportunity to participate in appropriate interventions.</p>	<ul style="list-style-type: none"> <li>- Classroom, including observation of interventions</li> </ul>	<p>Tool #1 Form A Question 17</p>	<p>Tool #2 Form A Question 23</p>		<p>Tool #3 Questions 1, 2</p>	<ul style="list-style-type: none"> <li>- Plan of delivery for intervention</li> <li>- Schedule/roster of students involved                             <ul style="list-style-type: none"> <li>- RtI documents</li> <li>- School schedule</li> </ul> </li> <li>- Bus or other transportation schedules                             <ul style="list-style-type: none"> <li>- Initial universal screening</li> <li>- Benchmark data</li> <li>- Progress monitoring</li> <li>- CRT Data</li> </ul> </li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>
<p><b>Results:</b> Participation in the interventions consistently results in improved student performance.</p>		<p>Tool #1 Form A Questions 18, 19</p>	<p>Tool #2 Form A Questions 24, 25</p>			<ul style="list-style-type: none"> <li>- Initial universal screening                             <ul style="list-style-type: none"> <li>- Benchmark data</li> <li>- Progress monitoring</li> <li>- CRT Data</li> </ul> </li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<p><b>1.7 All instructional staff uses instructional materials that meet the identified needs of all students.</b></p>						
<p><b>Elements:</b></p>						
<p><i>Materials:</i> All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.</p>	<p>- Classroom to observe for use of materials</p>		<p>Tool #2 Form A Questions 26, 27, 28, 28a, 29</p>	<p>Tool #4 Form A Question 7</p>		<ul style="list-style-type: none"> <li>- Demographic data</li> <li>- Textbook</li> <li>- Adoption or aligned supplemental materials</li> <li>- Brief summary, needs assessment, rationale for choices</li> <li>- Lesson Plans</li> <li>- Curriculum maps</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>
<p><i>Variety:</i> Most instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.)</p>	<p>- Classroom to observe for use of materials</p>		<p>Tool #2 Form A Questions 26a, 26b, 27, 28</p>	<p>Tool #4 Form A Question 8</p>		<ul style="list-style-type: none"> <li>- Demographic data</li> <li>- Textbook</li> <li>- Adoption or aligned supplemental materials</li> <li>- Brief summary, needs assessment, rationale for choices</li> <li>- Lesson Plans</li> <li>- Curriculum maps</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>

<p><b><i>Diversity:</i></b> Most instructional materials provide the student population exposure to a variety of cultures and ethnicities.</p>	<ul style="list-style-type: none"> <li>- Classroom to observe for use of materials</li> </ul>		<p>Tool #2 Form A Question 30</p>	<p>Tool #4 Form A Question 9</p>		<ul style="list-style-type: none"> <li>- Demographic data</li> <li>- Textbook</li> <li>- Adoption or aligned supplemental materials</li> <li>- Brief summary, needs assessment, rationale for choices                             <ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Curriculum maps</li> </ul> </li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Schedule of multicultural events/programs for students</li> </ul>
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I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.</b>						
<b>Elements:</b>						
<i>Culture:</i> All school staff consistently promotes reinforcement of self-discipline and responsibility.	- Observations of student behavior - Posting of rules clearly in building/ classroom		Tool # 2 Form A Questions 31, 32	Tool #4 Form A Questions 10, 11, 12	Tool #3 Questions 3, 5	- Code of conduct discipline policies, protocols & procedures - Code of Honor - Educational Involvement Accords/Title I Compacts - Lesson plans - Monitoring and evaluation reports/walkthrough tools - Observation logs and/or artifacts (e.g., SST, Admin.)
<i>Policies and Procedures:</i> School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling, and/or referral.	- Observations of student behavior - Posting of rules clearly in building/ classroom		Tool # 2 Form A Questions 33, 33a, 33b, 34, 35, 36, 37	Tool #4 Form A Question 13	Tool #3 Questions 4, 5	- Code of conduct discipline policies, protocols & procedures - Code of Honor - Educational Involvement Accords/Title I Compacts - Observation logs and/or artifacts (e.g., SST, Admin.) - Student Intervention Team (e.g., RtI) agendas and notes - Special Education Policies and Procedures Manual

I. Curriculum and Instruction Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>1.9 School-parent partnerships are primarily focused on student achievement.</b>						
<b>Elements:</b>						
<b>Culture:</b> All school staff actively seeks and supports parental involvement in educational activities for student academic achievement. All parents feel welcome in the school, and some parents regularly volunteer to help the school.		Tool #1 Form A Questions 20, 21, 22	Tool #2 Form A Questions 38, 39, 40, 41	Tool #4 Form A Questions 14, 15	Tool #3 Questions 6, 7	<ul style="list-style-type: none"> <li>- Examples of communications between parents and school</li> <li>- Parent Handbooks and/or brochures</li> <li>- Web site</li> <li>- Parent/community partnership documents</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> <li>- Parent Volunteer Programs and/or logs</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>
<b>Policies and Procedures:</b> All school staff implements policies and procedures that provide access to information to all parents. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.		Tool #1 Form A Question 23	Tool #2 Form A Questions 42, 43		Tool #3 Question 8	<ul style="list-style-type: none"> <li>- Examples of communications between parents and school</li> <li>- Parent Handbooks and/or brochures</li> <li>- Parent Meeting agendas and/or minutes (e.g., PTA/PTSO meetings, family nights, parent/teacher conferences, etc.)</li> <li>- Parent/community partnership documents</li> <li>- Web site</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> </ul>

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<p><b>Parent Training:</b> School staff regularly provides training for parents to support student achievement.</p>		<p>Tool #1 Form A Question 24</p>	<p>Tool #2 Form A Question 44</p>		<p>Tool #3 Question 9</p>	<ul style="list-style-type: none"> <li>- Communications with parents regarding student expectations</li> <li>- Parent Handbooks and/or brochures</li> <li>- Examples of communications between parents and school</li> <li>- Parent Meeting agendas and/or minutes (e.g., PTA/PTSO meetings, family nights, parent/teacher conferences, etc.)</li> <li>- Training materials</li> <li>- Web site</li> </ul>
<p><b>Teacher Training:</b> Instructional staff is trained on how to work with parents as partners in supporting student achievement.</p>		<p>Tool #1 Form A Question 23</p> <p>Tool #2 Form A Question 45</p>	<p>Tool #2 Form A Questions 38, 45</p>			<ul style="list-style-type: none"> <li>- Training materials</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> </ul>
<p><b>Reporting:</b> All instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand.</p>		<p>Tool #1 Form A Question 23</p> <p>Tool #1 Form B Question 3</p>	<p>Tool #2 Form A Questions 43, 46, 46a</p>	<p>Tool #4 Form A Question 16</p>	<p>Tool #3 Question 10</p>	<ul style="list-style-type: none"> <li>- Examples of communications between parents and school</li> <li>- Parent Meeting agendas and/or minutes (e.g., PTA/PTSO meetings, family nights, parent/teacher conferences, etc.)</li> <li>- Web site</li> <li>- Teacher/Parent phone log</li> <li>- Report card and progress report samples</li> <li>- Professional development, agendas, materials, menus, schedules, evaluation</li> </ul>

II. Assessment and Accountability Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>2.1 All instructional staff uses classroom assessments aligned to state content standards.</b>						
<b>Elements:</b>						
<i>Alignment:</i> All classroom assessments are aligned with state content standards.		Tool #1 Form B Question 1	Tool #2 Form B Question 1 (Focus groups during PLC/STPTs or grade-level meetings)	Tool #4 Form B Question 1		<ul style="list-style-type: none"> <li>- Grade level/Department Common assessments</li> <li>- Data reports</li> <li>- Documentation demonstrating alignment of classroom assessment to standards</li> <li>- IEP/LEP assessments and accommodations</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> </ul>
<i>Assessment:</i> All instructional staff implements classroom assessments that reflect criteria for mastery.		Tool #1 Form B Question 2	Tool #2 Form B Questions 2, 2a, 2b (Focus groups during PLC/STPTs or grade-level meetings)	Tool #4 Form B Question 2		<ul style="list-style-type: none"> <li>- Grade level/Department Common assessments</li> <li>- Data reports</li> <li>- Documentation demonstrating alignment of classroom assessment to standards</li> <li>- IEP/LEP assessments and accommodations</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> </ul>

II. Assessment and Accountability Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>2.2 All instructional staff develops unit/lesson plans based on student assessment results and adjusts instruction accordingly.</b>						
<b>Elements:</b>						
<i>Plan Development:</i> All instructional staff creates unit or lesson plans that are based on analysis of ongoing student assessment results.			Tool #2 Form B Question 3 (Focus groups during PLC/STPTs or grade-level meetings)			<ul style="list-style-type: none"> <li>- Lesson Plans documenting differentiated instruction</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Grade level/Department Common assessments</li> </ul>
<i>Adjustment:</i> All instructional staff adjusts units or lessons as needed, based on analysis of assessment results, and allows for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual student needs.	- Classroom		Tool #2 Form B Question 4 (Focus groups during PLC/STPTs or grade-level meetings)			<ul style="list-style-type: none"> <li>- Lesson Plans documenting differentiated instruction</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Collaboration meeting (PLC or STPT) agendas and/or minutes</li> <li>- Grade level/Department Common assessments</li> </ul>

II. Assessment and Accountability Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<p><b>2.3 All instructional staff uses progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.</b></p>						
<p><b>Elements:</b></p>						
<p><i>Progress Monitoring:</i> All instructional staff uses standards-based progress monitoring to assess student academic growth.</p>		Tool #1 Form B Question 3	Tool #2 Form B Question 5	Tool #4 Form B Question 3, 6		<ul style="list-style-type: none"> <li>- MAPs, DIBELs, AimsWeb, IDMS, etc. reports</li> <li>- Standards-based report cards</li> <li>- Family communications explaining standards-based grading</li> <li>- Student Progress Reports</li> <li>- Lesson plans demonstrating standards-based progress monitoring</li> <li>- Examples of graded student work</li> </ul>
<p><i>Use of Standards-based Data in Grading Practices:</i> All instructional staff bases grades on progress toward meeting standards.</p>		Tool #1 Form B Question 4	Tool #2 Form B Question 6	Tool #4 Form B Question 4		<ul style="list-style-type: none"> <li>- MAPs, DIBELs, AimsWeb, IDMS, etc. reports</li> <li>- Standards-based report cards</li> <li>- Family communications explaining standards-based grading</li> <li>- Student Progress Reports</li> <li>- Lesson plans demonstrating standards-based progress monitoring</li> <li>- Examples of graded student work</li> </ul>

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<p><b>Reporting:</b> All instructional staff implements a standards-based reporting system to inform students and parents of student academic progress.</p>		<p>Tool #1 Form B Question 5</p>	<p>Tool #2 Form B Question 7</p>	<p>Tool #4 Form B Question 5</p>	<p>Tool #3 Question 11</p>	<ul style="list-style-type: none"> <li>- MAPs, DIBELs, AimsWeb, IDMS, etc. reports</li> <li>- Standards-based report cards</li> <li>- Family communications explaining standards-based grading</li> <li>- Student Progress Reports</li> <li>- Lesson plans demonstrating standards-based progress monitoring</li> <li>- Examples of graded student work</li> </ul>
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II. Assessment and Accountability Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>2.4 All instructional staff provides specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.</b>						
<b>Elements:</b>						
<i>Frequency:</i> Instructional staff provides feedback on an ongoing basis to all students to help them improve their academic performance.	- Classroom		Tool #2 Form B Question 8			<ul style="list-style-type: none"> <li>- Teacher developed tools</li> <li>- Examples of student work documenting teacher feedback</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Student conference logs</li> <li>- Examples of graded student work demonstrating revisions based on feedback</li> </ul>
<i>Specific, Timely, and Constructive:</i> Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance.	- Classroom		Tool #2 Form B Questions 9, 10	Tool #4 Form B Questions 7, 8, 9, 10		<ul style="list-style-type: none"> <li>- Teacher developed tools</li> <li>- Examples of student work documenting teacher feedback</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Student conference logs</li> <li>- Examples of graded student work demonstrating revisions based on feedback</li> </ul>

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<p><i>Use of Feedback:</i> Students regularly use the feedback to improve their performance.</p>	<p>- Classroom</p>		<p>Tool #2 Form B Questions 11, 12</p>			<ul style="list-style-type: none"> <li>- Teacher developed tools</li> <li>- Examples of student work documenting teacher feedback</li> <li>- Observation logs and/or artifacts (e.g., SST, Admin.)</li> <li>- Student conference logs</li> <li>- Examples of graded student work demonstrating revisions based on feedback</li> </ul>
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III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.1 School leadership develops and communicates a clear, shared vision and mission.</b>						
<b>Elements:</b>						
<i>Beliefs:</i> All instructional staff articulates high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.		Tool #1, Form C Questions 1, 3	Tool #2, Form C Questions 1, 3	Tool #4, Form C Question 1	Tool #3 Question 14	<ul style="list-style-type: none"> <li>- SIPs</li> <li>- Agendas, staff meeting minutes</li> <li>- Newsletters</li> <li>- School Web site</li> <li>-School Handbooks</li> <li>-Accountability Report</li> <li>Mission/Belief/Vision Statement for school</li> </ul>
<i>Communication:</i> School leadership communicates the shared mission and vision to the entire school community in several ways.		Tool #1, Form C Questions 2, 3	Tool #2, Form C Questions 2, 3		Tool #3 Question 12	<ul style="list-style-type: none"> <li>- Newsletters</li> <li>-Accountability Report</li> <li>--Staff meeting agendas, minutes</li> <li>- School Web site</li> <li>-Student and Staff Handbooks</li> <li>-Pictures/Video displays of Mission and Vision Statement</li> <li>-Student, staff, parent surveys</li> <li>-Parent/Community presentation flier/agenda/invitation letter</li> </ul>
<i>Implementation:</i> All decisions that impact the school academically are guided by the mission and vision statement.	- Classroom	Tool #1, Form C Question 4	Tool #2, Form C Question 4			<ul style="list-style-type: none"> <li>- School Web site</li> <li>-SIPs</li> <li>-Newsletters</li> <li>-Accountability Report</li> <li>--Staff meeting agendas, minutes</li> <li>-Teacher surveys</li> <li>-PLC/STPT minutes, agendas</li> </ul>

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<p><b>Revision:</b> Mission and vision statements are reviewed at least annually and revised as necessary with input from all staff.</p>		<p>Tool #1, Form C Question 5</p>	<p>Tool #2, Form C Question 5</p>		<p>Tool #3 Question 13</p>	<p>- SIPs                      - Agendas, staff meeting minutes                      -Northwest Accreditation certification                      -Video evidence of school community revising the mission and vision                      -Newsletters</p>
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III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.2 School leadership focuses the entire community on school improvement.</b>						
<b>Elements:</b>						
<i>Leadership:</i> School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team.		Tool #1, Form C Questions 6, 7, 8	Tool #2, Form C Questions 6, 7, 8	Tool #4 Form C Question 2		<ul style="list-style-type: none"> <li>-Accountability Report</li> <li>-Parent/Community Partnerships documents</li> <li>-Professional Development schedule, agenda, minutes</li> <li>-STPT/PLC minutes, agendas, evaluations</li> </ul>
<i>Planning:</i> School improvement planning stems from a school-wide focus on student learning and is responsive to assessed student needs.		Tool #1, Form C Question 8	Tool #2, Form C Question 8			<ul style="list-style-type: none"> <li>- SIPs</li> <li>-SST logs</li> <li>-CRT data, classroom data, etc.</li> <li>-STPT/PLC minutes, agendas, evaluations</li> </ul>
<i>Implementation and Monitoring:</i> School leadership informs all staff of the improvement plan, ensures that all staff implements the plan, and monitors implementation on a regular basis.	Classroom	Tool #1, Form C Questions 9, 10, 11	Tool #2, Form C Questions Q9, Q10, Q11		Tool #3 Questions 15, 16	<ul style="list-style-type: none"> <li>- SIPs</li> <li>- Faculty and staff meeting minutes</li> <li>-Accountability Report</li> <li>-SST logs</li> <li>-PD agendas, minutes, evaluations</li> <li>-STPT/PLC minutes, agendas, evaluations</li> </ul>
<i>Sustained Support:</i> School leadership makes appropriate resources (time, training, and personnel) available for the school improvement process.		Tool #1, Form C Question 12	Tool #2, Form C Question 12			<ul style="list-style-type: none"> <li>- SIPs</li> <li>- Faculty and staff meeting minutes</li> <li>- Budget</li> <li>-STPT/PLC calendar, minutes, agendas, evaluations</li> <li>-Master Schedule</li> <li>-PD schedule</li> <li>-SST logs</li> </ul>

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<p><b>Recognition:</b> The entire school community celebrates student academic success throughout the year.</p>		<p>Tool #1, Form C Question 13</p>	<p>Tool #2, Form C Question 13</p>	<p>Tool #4 Form C Question 2</p>		<ul style="list-style-type: none"> <li>- SIPs</li> <li>- Faculty and staff meeting minutes, newsletters, press releases, school and district web site</li> <li>- Parent/community partnership documents                             <ul style="list-style-type: none"> <li>-School schedule of activities</li> <li>-Fliers</li> </ul> </li> <li>-Recognition Awards Program</li> </ul>
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III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.3 School leadership focuses on improving and supporting effective instruction.</b>						
<b>Elements:</b>						
<i>Expectations:</i> School leadership routinely communicates expectations that all instructional staff will provide effective standards-based instruction.	- Classroom	Tool #1, Form C Questions 14, 16	Tool #2, Form C Questions 14, 16			-Collaboration meeting (PLC or STPT) agendas and/or minutes -Staff Handbook -PD agendas, materials, menus, schedules, evaluation -SST logs -SIP
<i>Policies and Procedures:</i> School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures.		Tool #1, Form C Questions 15, 17	Tool #2, Form C Questions 15, 17			-Staff Handbook -STPT/PLC agendas, minutes and evaluations -Faculty and staff meeting minutes -SST logs
<i>Assignment:</i> School leadership assigns all teachers to classes for which they are highly qualified.		Tool #1, Form C Question 18	Tool #2, Form C Question 18			- SIPs - Documents pertaining to assignment of Highly Qualified teachers - School Web site -STPT/PLC agendas, minutes and evaluations -Master Schedule -SST logs
<i>Sustained Support:</i> Multiple forms of professional development, including coaching and mentoring, are provided to address effective instruction. The professional development is aligned with established expectations and is designed to meet the needs of instructional staff.	- Classroom	Tool #1, Form C Questions 17, 19, 19a-c	Tool #2, Form C Questions 17, 19			- Faculty and staff meeting minutes - Collaboration meeting (PLC or STPT) agendas and/or minutes - Professional development, agendas, materials, menus, schedules, evaluation -Budget -Coaching/mentoring logs

III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.4 School leadership systematically monitors and evaluates the effectiveness of instructional programs.</b>						
<b>Elements:</b>						
<i>Monitoring:</i> School leadership systematically monitors the effectiveness of teachers using explicit criteria.		Tool #1, Form C Question 20	Tool #2, Form C Question 20			<ul style="list-style-type: none"> <li>- Criteria for monitoring teacher effectiveness</li> <li>- Faculty and staff meeting minutes</li> <li>- Monitoring and evaluation, feedback, reports/walkthrough tools</li> </ul>
<i>Monitoring Standards-based Instruction:</i> School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria.		Tool #1, Form C Question 21	Tool #2, Form C Question 21			<ul style="list-style-type: none"> <li>- Criteria for monitoring teacher effectiveness</li> <li>- Pacing Guides, Benchmarks</li> </ul>
<i>Teacher Evaluation:</i> The system of teacher evaluation holds all instructional staff accountable for implementing district curriculum, providing effective standards-based instruction, and implementing the concepts that are introduced through professional development.		Tool #1, Form C Question 22	Tool #2, Form C Question 22			<ul style="list-style-type: none"> <li>- Criteria for teacher evaluation</li> <li>-Staff Handbook</li> <li>-SST logs</li> </ul>
<i>Feedback:</i> School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness.		Tool #1, Form C Questions 23, 24	Tool #2, Form C Questions 23, 24, 25			<ul style="list-style-type: none"> <li>- Feedback forms</li> <li>- Faculty and staff meeting minutes</li> </ul>

III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.5 School leadership allocates the resources necessary to increase student achievement.</b>						
<b>Elements:</b>						
<i>Budget Development:</i> School leadership involves staff in the budgeting process for allocation of resources.		Tool #1, Form C Question 25	Tool #2, Form C Question 26			- School budget (past history as well) - Staff meeting minutes
<i>Resource Allocation:</i> School leadership consistently refers to analysis of student achievement data to make budgetary and resource allocation decisions.		Tool #1, Form C Question 26	Tool #2, Form C Question 27			- SIPs - School budget (past history as well) -Staff meeting minutes
<i>Managerial Duties:</i> School leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks resources from outside sources.		Tool #1, Form C Questions 27, 28	Tool #2, Form C Questions 28, 29			- SIPs - School budget (past history as well) -Staff meeting minutes -Process for securing grants
<i>Resource Acquisition:</i> School leadership supports staff in acquiring resources from external sources.		Tool #1, Form C Question 29	Tool #2, Form C Question 30			- SIPs - Staff meeting minutes -Budget -Process for securing grants

III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.6 School leadership ensures the effective use of instructional time.</b>						
<b>Elements:</b>						
<i>Allocation:</i> School leadership consistently allocates a designated amount of time to each core content area.	- Classroom	Tool #2, Form C Questions 31, 32	Tool #2, Form C Questions 31, 32			<ul style="list-style-type: none"> <li>- School schedules</li> <li>- Pacing guides</li> <li>- Curriculum maps</li> <li>- School schedules</li> <li>-School Calendar</li> <li>-SST logs</li> <li>-Activities Schedule</li> </ul>
<i>Protection of Instructional Time:</i> School leadership limits interruptions to instructional times including announcements during the day, assemblies, and field trips.		Tool #2, Form C Questions 33, 34	Tool #2, Form C Questions 33, 34			<ul style="list-style-type: none"> <li>- School schedules</li> <li>- Pacing guides</li> <li>- School Web site</li> </ul>
<i>Monitoring:</i> School leadership consistently monitors the use of instructional time in all core content areas and immediately addresses any problems that arise.	- Classroom	Tool #2, Form C Questions 35, 36, 37	Tool #2, Form C Questions 35, 36, 37			<ul style="list-style-type: none"> <li>- School schedules</li> <li>- Pacing guides</li> <li>- Monitoring and evaluation, feedback, reports/walkthrough tools</li> </ul>

III. Leadership Indicators	Observation	Principal Interview	Teacher/ Specialist Focus Group/ Interview	Student Focus Group	Parent Focus Group	Document Review
<b>3.7 School leadership ensures that all professional development is focused on improving student achievement.</b>						
<b>Elements:</b>						
<i><b>Focus:</b></i> Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is on the areas that the achievement data show are the most pressing instructional staff needs.		Tool #2 Form C Question 38, 38a	Tool #2 Form C Question 38, 38a			- SIPs - Professional development, agendas, materials, menus, schedules, evaluation -Student achievement data (CRT, classroom, etc.) -STPT/PLC agendas, minutes, evaluations
<i><b>Planning:</b></i> Professional development is planned with input from all of the instructional staff.		Tool #2 Form C Question 39	Tool #2 Form C Question 39			- SIPs - Professional development, agendas, materials, menus, schedules, evaluation -Staff meeting minutes
<i><b>Leadership Support:</b></i> There is focused professional development for school leaders to help them become effective instructional leaders and to provide specific guidance for them to use in their own buildings to lead their instructional staff through effective instructional change processes.		Tool #1 Form C Question 30	Tool #2 Form C Question 40			- Administrator Level Professional development, agendas, materials, menus, schedules, evaluation, mentoring and coaching logs
<i><b>Evaluation:</b></i> School leadership formally evaluates the impact and effectiveness of professional development on teacher practice and students achievement using assessment data.	- Classroom	Tool #2 Form C Question 41	Tool #2 Form C Question 41			- SIPs - Professional development, agendas, materials, menus, schedules, evaluation -SST logs -Student Achievement Data (CRT, classroom data, etc.)