VAL-Ed: High Standards for Student Learning

High Standards for Student Learning X Planning

High Standards for Student Learning – There are individual, team and school goals for rigorous student academic and social learning.
Planning verbs—Plan, Develop, Articulate
Planning– Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance

Plans for rigorous academic and social learning goals.
Develops a plan for high standards of student performance that are measurable.
Plans standards of performance using assessment data on student learning.
Plans rigorous growth targets in learning for all students.
Plans targets of faculty performance that emphasize improvement in student learning.
Develops plans to use a variety of sources of data to set targets for students' learning.
Develops a plan for collecting data to review student learning against high standards.

High Standards for Student Learning X Implementing

High Standards for Student Learning – There are individual, team and school goals for rigorous student academic and social learning.
Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
Implementing– Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance

Creates buy-in among faculty for actions required to promote high standards of learning.
Coordinates tasks and resources to meet high standards for student learning.
Implements activities and procedures to meet high standards for student learning.
Recruits highly qualified faculty to meet performance goals for both academic and social learning.
Creates expectations that faculty maintain high standards for student learning.
Uses faculty input to create high standards for student learning.

High Standards for Student Learning X Supporting

High Standards for Student Learning – There are individual, team and school goals for rigorous student academic and social learning. **Supporting Verbs - Supports, Encourages, Secures, Motivates, Provides, Allocates** **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning
Encourages students to successfully achieve rigorous goals for student learning.
Supports faculty in helping students reach high standards of learning.
Creates conditions that help faculty and students reach ambitious learning targets.
Motivates faculty to be committed to high performance standards for students.
Allocates school resources primarily toward reaching academic and social learning goals.
Allocates time in ways that reflect a commitment to high standards of learning.
Supports teachers in meeting school goals.
Provides safety nets so all students can meet high standards of learning.
Promotes recognition and rewards for students who achieve high standards of academic learning.

High Standards for Student Learning X Advocating

High Standards for Student Learning – There are individual, team and school goals for rigorous student academic and social learning.

Advocating Verbs - Advocates, Represents, Challenges, Promotes
Advocating – Promotes the diverse needs of students within and beyond the school

Advocates for students with special needs when making decisions about high standards for student learning.
Advocates for the diverse needs of students in all decisions concerning school social and academic learning goals.
Challenges faculty to maintain high standards of learning for students with special needs.
Challenges low expectations for students with special needs.
Challenges low expectations for students at risk of failure.
Advocates for high standards for student learning when writing and implementing Individualized Education Plans (IEPs).

High Standards for Student Learning X Communicating

High Standards for Student Learning – There are individual, team and school goals for rigorous student academic and social learning.

Communicating Verbs - Communicates, Listens, Discusses

Communicating – Develop, utilize and maintain systems of exchange among members of the school and with its external communities.
Communicates with families and the community about goals for rigorous student learning.
Communicates rigorous goals for student learning to faculty.
Listens to faculty about how to achieve high standards of student learning.
Discusses school goals for student learning with faculty.
Communicates with faculty about the extent to which learning standards are met.
Discusses information with faculty on progress toward achieving school goals and student learning targets.

High Standards for Student Learning X Monitoring

High Standards for Student Learning – There are individual, team and school goals for rigorous student academic and social learning.

Monitoring Verbs - Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Uses data to guide actions for improving student learning.
Evaluates progress toward meeting student learning standards.
Uses data from multiple sources to monitor student learning.
Monitors student learning against high standards of achievement.
Uses data from student assessments in its improvement efforts.
Uses data to evaluate students' behavior.
Monitors disaggregated test results.

VAL-Ed: Rigorous Curriculum

Rigorous Curriculum X Planning

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Planning verbs - Plan, Develop, Articulate
Planning– Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance

Plans curriculum to maximize student opportunity to learn essential knowledge and skills.
Develops a rigorous curriculum for all students.
Plans the schedule to support a rigorous curriculum for all students.
Plans curricula based on state standards/curricular frameworks.
Develops a rigorous curriculum for students with special needs.
Develops instructional goals for students with special needs that enhance access to rigorous curriculum
Develops procedures for reviewing student work to assess the rigor of the curriculum.
Plans challenging curricula for students at risk of failing.
Plans access to rigorous curricula for students with special needs.

Rigorous Curriculum X Implementing

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Implementing Verbs - Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
Implementing – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance

Creates rigorous sequences of learning experiences/courses.
Implements a rigorous curriculum in all classes.
Implements a rigorous curriculum in programs for students with special needs.
Coordinates teacher collaboration to implement a rigorous curriculum.
Builds schedules so that students with special needs do not miss core academic work in regular classes.
Hires teachers with the expertise to implement a rigorous curriculum.
Coordinates a rigorous curriculum across grade levels.

Rigorous Curriculum X Supporting

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Supporting Verbs - Supports, Encourages, Secures, Motivates, Provides, Allocates
Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Supports participation in professional development that deepens teachers' understanding of a rigorous curriculum.
Secures the teaching materials necessary for a rigorous curriculum.
Provides teachers with time to work on developing and strengthening the curricular program.
Secures extra resources for students at risk to be successful in a rigorous curriculum.
Provides opportunities for teachers to work together to deliver a rigorous curriculum.
Supports teachers to teach a curriculum consistent with state and national content standards.

Rigorous Curriculum X Advocating
Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects. **Advocating Verbs - Advocates, Represents, Challenges, Promotes** **Advocating** – Promotes the diverse needs of students within and beyond the school.
Challenges all students to complete a rigorous, academically focused program of study.
Challenges faculty to teach a rigorous curriculum to students at risk of failure.
Advocates that all programs for students with special needs deliver a rigorous curriculum.
Advocates rigorous curriculum that honors the diversity of students and their families.
Promotes the importance of a rigorous curriculum to students of all ability levels.
Advocates for families to learn about the curricular program.

Rigorous Curriculum X Communicating
Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects. **Communicating Verbs - Communicate, Listens, Discusses, Talks** **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities
Communicates regularly with teachers about a rigorous curriculum.
Communicates the importance of rigorous coursework to students and their families.
Listens to faculty about how to strengthen the curriculum.
Discusses state curriculum frameworks.

Discusses during faculty meetings how to improve the rigor of the curriculum.
Discusses the importance of addressing the same academic content in special and regular programs.

Rigorous Curriculum X Monitoring **Rigorous Curriculum –** There is ambitious academic content provided to all students in core academic subjects. **Monitoring Verbs - Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes** **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement
Monitors the curriculum through frequent visits to classes.
Evaluates the rigor of the curriculum.
Evaluates the extent to which all students complete a rigorous curricular program.
Evaluates the degree to which classroom work focuses on rigorous academic content.
Uses disaggregated student achievement data to monitor the rigor of all curriculum programs.
Monitors student work products to assess the rigor of the curriculum.

VAL-Ed: Quality Instruction
Quality Instruction X Planning **Quality Instruction –** There are effective instructional practices that maximize student academic and social learning. **Planning verbs - Plan, Develop, Articulate** **Planning**– Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance
Plans opportunities for teachers to improve their instruction through observing each others' instructional practices.
Plans faculty hiring policies with a focus on effective instructional practices.
Develops plans to improve instruction in all classes.

Plans opportunities for teachers to improve their instruction through professional development.
Plans a schedule that enables quality instruction.
Plans high quality instruction that focuses specifically on student learning.
Plans instructional services for students with special needs using assessment data.

Quality Instruction X Implementing

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Implementing Verbs - Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
Implementing – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance

Implements a mentoring program for new teachers focused on effective instructional practices.
Coordinates efforts to improve instruction in all classes.
Implements the use of research-based instructional strategies.
Implements procedures to protect instructional time.
Creates job-embedded opportunities for teachers to learn and apply effective instructional practices.
Uses some of the most effective teachers to instruct students at risk of failure.
Implements instructional strategies that maximize student engagement.
Recruits teachers with the expertise to deliver instruction that maximizes student learning.
Assigns teachers to instructional responsibilities on the basis of student needs.
Creates conditions that promote faculty reflection about instructional practices.

Quality Instruction X Supporting

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Supporting Verbs - Supports, Encourages, Secures, Motivates, Provides, Allocates
Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Supports teachers in protecting instructional time in their classes.
Supports teachers’ opportunities to improve their instructional practices.

Secures resources necessary to deliver high quality instruction.
Allocates instructional resources to maximize the quality of instruction.
Provides professional development so all faculty have knowledge and skills for quality instruction.
Provides data to teachers to design instructional units.
Supports collaboration among faculty to improve instruction that maximizes student learning.

Quality Instruction X Advocating **Quality Instruction –** There are effective instructional practices that maximize student academic and social learning. **Advocating Verbs - Advocates, Represents, Challenges, Promotes** **Advocating** – Promotes the diverse needs of students within and beyond the school
Advocates opportunities for high quality instruction beyond the regular school day and school year.
Challenges faculty to commit to high quality instruction for each student.
Advocates additional instructional opportunities for students most in need.
Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to English language learners.
Advocates for extending learning opportunities beyond the school day and school year.
Challenges the community to provide additional instructional resources.
Advocates for all students to regularly experience effective instruction.
Challenges parents to offer quality instructional experiences at home.

Quality Instruction X Communicating **Quality Instruction –** There are effective instructional practices that maximize student academic and social learning. **Communicating Verbs - Communicate, Listens, Discusses, Talks** **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities
Discusses instructional practices during faculty meetings.
Listens to faculty's ideas about quality instruction.
Discusses instructional practices with faculty.
Communicates with faculty about removing barriers that prevent students from experiencing quality instruction.
Communicates with individual teachers about the quality of their instruction.
Communicates feedback to teachers about their instruction.

Quality Instruction X Monitoring **Quality Instruction –** There are effective instructional practices that maximize student academic and social learning. **Monitoring Verbs -Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes** **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement
Observes each teacher's instructional practices routinely to provide feedback.
Analyzes student achievement data to determine the quality of instruction.
Evaluates how instructional time is used.
Uses data to monitor the quality of instruction.
Evaluates teachers' instructional practices.
Monitors the instruction of students with special needs to ensure high quality.
Monitors the instruction of students at risk of failure to ensure high quality.

VAL-Ed: Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Planning **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus. **Planning verbs—Plan, Develop, Articulate** **Planning**– Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance
Plans for a positive environment in which student learning is the central focus.
Plans for a culture of learning that serves all students.
Plans for a culture that promotes continuing professional growth.
Plans for a culture in which high standards of professional behavior are expected.
Plans programs and policies that promote discipline and order
Plans strategies to develop shared beliefs about professional practice.
Plans procedures for treating all faculty fairly and with respect.
Plans for a culture of shared responsibility for the social and academic learning of students.
Plans programs targeted at preventing students from falling through the cracks.
Plans procedures for treating all students fairly and with respect.

Culture of Learning & Professional Behavior X Implementing **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus. **Implementing Verbs - Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires** **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance
Implements a learning environment in which all students are known and cared for.
Builds a culture that honors academic achievement.
Builds a culture of continuous improvement.
Builds a culture committed to diversity.
Uses faculty expertise and knowledge in making decisions.
Creates a culture of trust.

Implements school-wide rules and consequences to manage student behavior.
Builds opportunities for teachers to work together on shared goals and values.
Implements programs and practices that encourage all students to be involved in school activities.
Builds a school environment that is safe and orderly for all students.
Creates a culture that encourages students to attend regularly and not drop out.
Implements practices to reduce student tardiness and absenteeism.

Culture of Learning & Professional Behavior X Supporting

Culture of Learning & Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Supporting Verbs - Supports, Encourages, Secures, Motivates, Provides, Allocates
Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Supports a culture that values life-long learning for all students.
Supports a culture where all faculty members are treated with respect.
Allocates resources to build a culture focused on student learning.
Supports collaborative teams to improve instruction.
Provides for the needs of all students when building a school culture.
Encourages teachers to learn from their most effective colleagues.
Encourages collaboration among faculty that creates a culture of learning.
Provides a positive environment in which student learning is the central focus.
Provides recognition of faculty contributions to a positive school culture.

Culture of Learning & Professional Behavior X Advocating

Culture of Learning & Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus. **Advocating Verbs - Advocates, Represents, Challenges, Promotes** **Advocating** – Promotes the diverse needs of students within and beyond the school
Advocates a culture of learning that respects diversity of students.
Advocates on behalf of all students during discussions of the school culture.
Promotes teacher behavior that is respectful of the diverse backgrounds of students.
Advocates for active participation by under-represented students in all school activities and programs.
Recognizes the contributions of diverse students when developing school culture.
Advocates rules and consequences for behavior that are fair to all students.
Encourages a culture of respect and fairness for students.
Advocates for students to be involved in the school community.

Culture of Learning & Professional Behavior X Communicating

Culture of Learning & Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Communicating Verbs - Communicates, Listens, Discusses, Talks
Communicating – Develop, utilize and maintain systems of exchange among members of the school and with its external communities

Communicates with teachers about the aspects of a positive school environment focused on student learning.
Communicates with parents about the aspects of a positive school culture.
Listens to students when they suggest ways to create a culture of learning.
Listens to faculty when they suggest ways to create a culture of learning.
Discusses standards of professional behavior with faculty.
Communicates with students about the aspects of a positive culture focused on learning.
Provides feedback to faculty on professional behavior.

Culture of Learning & Professional Behavior X Monitoring

Culture of Learning & Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Monitoring Verbs - Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement
Evaluates teachers' behaviors when monitoring the culture of learning.
Evaluates students' behaviors when monitoring the learning environment.
Monitors disciplinary data to make determinations about school culture.
Monitors the school culture.
Monitors the participation of every student in social and academic activities.
Assesses the culture of the school from students' perspectives.
Analyzes data regarding a safe and orderly school environment.

VAL-Ed: Connections to External Communities

Connections to External Communities X Planning

Connections to External Communities – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Planning verbs - Plan, Develop, Articulate
Planning– Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance

Plans with social service agencies for safety nets in support of student learning.
Plans family education programs consistent with instructional goals.
Plans for the use of external community resources to promote academic and social learning goals.
Develops a plan for community outreach programs consistent with instructional goals.
Plans activities with volunteers to advance social and academic goals.
Plans activities to engage families in student learning.
Develops a plan for school/community relations that revolves around the academic mission.

Connection to External Communities X Implementing **Connections to External Communities –** There are linkages to family and/or other people and institutions in the community that advance academic and social learning. **Implementing Verbs - Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires** **Implementing**– Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance
Builds business partnerships to support social and academic learning.
Implements programs to involve families in the educational mission.
Implements programs to help address community needs.
Creates procedures so that information from families receives appropriate consideration.
Builds a positive, open relationship with the community.
Coordinates access to social service agencies to support students.
Implements programs to help parents assist their children to be successful in school.
Coordinates the contributions of individuals and groups in the community in the service of student learning.
Builds relationships with key people in the district in support of student learning.
Creates opportunities for parents to work with teachers on their child's instruction.

Connections to External Communities X Supporting **Connections to External Communities –** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Supporting Verbs - Supports, Encourages, Secures, Motivates, Provides, Allocates **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning
Supports teachers to involve parents in their children's learning.
Supports teachers to work with community agencies on behalf of students.
Secures additional resources through partnering with external agencies to enhance teaching and learning.
Secures technology from the district and/or the community to enhance teaching and learning.
Secures resources to support school-community relationships.
Provides opportunities for teachers to develop skills to work with parents.
Allocates resources that build family and community partnerships to advance student learning.
Motivates teachers to be responsive to all families.

Connections to External Communities X Advocating **Connections to External Communities –** There are linkages to family and/or other people and institutions in the community that advance academic and social learning. **Advocating Verbs - Advocates, Represents, Challenges, Promotes** **Advocating** – Promotes the diverse needs of students within and beyond the school
Challenges the community to meet the needs of children at risk.
Advocates for social services needed by students and families.
Advocates for students in need of special services with the external community.
Challenges teachers to work with community agencies to support students with low achievement.
Challenges barriers from outside the school that can inhibit learning
Advocates to district decision makers to promote the needs of all students.
Advocates on behalf of families to express their opinions and needs.
Promotes mechanisms for reaching families who are least comfortable at school.
Promotes relationships with leaders in the community to support students.

Connections to External Communities X Communicating **Connections to External Communities –** There are linkages to families and/or other people and institutions in the community that advance academic and social learning. **Communicating Verbs - Communicate, Listens, Discusses, Talks** **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities
Discusses the results of student achievement tests with parents.
Communicates goals, needs, and accomplishments with community groups.
Communicates with the media to publicize important events and accomplishments.
Communicates with parents about the educational program.
Listens to the diverse opinions and needs of all families.
Communicates with community agencies.
Listens to families regarding the social and academic learning of their children.
Discusses information on progress toward achieving school goals with families.
Listens to feedback from the community.

Connections to External Communities X Monitoring **Connections to External Communities –** There are linkages to families and/or other people and institutions in the community that advance academic and social learning. **Monitoring Verbs - Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes** **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement
Analyzes data about parental involvement.

Uses data to make decisions about community engagement.
Monitors the effectiveness of community–school connections.
Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning.
Collects information about the needs and interests of parents.
Collects information to learn about resources and assets in the community.

VAL-Ed: Performance Accountability Items

Performance Accountability X Planning

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Planning verbs - Plan, Develop, Articulate
Planning– Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance

Develops a plan to hold teachers accountable for student academic and social learning.
Develops a plan to hold students accountable for their academic and social learning.
Develops a plan that holds teachers accountable for having positive relationships with students.
Develops a plan emphasizing accountability to stakeholders for student academic and social learning.
Articulates plans identifying specific responsibilities for faculty so that students achieve high standards.
Plans data collection to hold school leaders accountable for student academic and social learning.
Develops a plan for individual and collective accountability among faculty for student learning.
Plans data collection to hold students accountable for academic and social learning.

Performance Accountability X Implementing **Performance Accountability –** Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students. **Implementing Verbs - Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires** **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance
Implements programs and practices to hold faculty accountable to reach the highest levels of performance.
Implements programs and practices that hold teachers responsible for student academic and social learning.
Implements programs and practices that hold the school accountable to families for the learning of their children.
Builds behavioral and academic accountability measures with input from faculty.
Implements practices that hold leaders accountable for student learning.
Implements social and academic accountability equitably for all students.
Uses faculty input to create methods to hold faculty accountable.

Performance Accountability X Supporting **Performance Accountability –** Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students. **Supporting Verbs - Supports, Encourages, Secures, Motivates, Provides, Allocates** **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning
Provides procedures to evaluate faculty for student learning.
Provides procedures that hold students accountable for their learning.
Allocates time to evaluate faculty for student learning.
Provides expertise to evaluate faculty for student learning.
Allocates time to evaluate student learning.
Provides expertise to make decisions about holding students accountable for their learning.

Provides recognition of faculty whose students achieve high standards of academic performance.

Performance Accountability X Advocating **Performance Accountability –** Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students. **Advocating Verbs - Advocates, Represents, Challenges, Promotes** **Advocating** – Promotes the diverse needs of students within and beyond the school
Advocates that leaders are accountable for meeting the needs of diverse students.
Advocates that all students are accountable for achieving high levels of performance in both academic and social learning.
Advocates that the faculty is accountable for meeting the needs of diverse students.
Promotes an accountability system that represents the diverse views of families and the community.
Challenges faculty who do not hold all students accountable for achieving high levels of performance.
Challenges faculty who attribute student failure to others.
Advocates for shared accountability by faculty for student academic and social learning.

Performance Accountability X Communicating **Performance Accountability –** Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students. **Communicating Verbs - Communicate, Listens, Discusses, Talks** **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities
Communicates with faculty about their accountability for student learning.
Listens to faculty feedback about its accountability programs.
Communicates to families the purpose and nature of its accountability programs.
Communicates to families the results of its accountability programs.
Communicates to families how accountability results will be used for school improvement.
Communicates with faculty the purpose and nature of its accountability programs.
Communicates to faculty how accountability results will be used for school improvement.
Communicates student achievement results to faculty.

Discusses with teachers on an individual basis their students' achievement test results.
Discusses achievement test results with instructional teams and grade/departments.
Discusses progress toward meeting school goals with parents.

Performance Accountability X Monitoring **Performance Accountability –** Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students. **Monitoring Verbs - Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes** **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement
Monitors the accuracy and appropriateness of data used for faculty accountability.
Monitors the accuracy and appropriateness of data used for student accountability.
Monitors the impact of faculty evaluations on instructional practices.
Analyzes the influence of faculty evaluations on the rigor of the curriculum.
Monitors the impact of faculty evaluations on the faculty's communication with families.
Monitors the impact of faculty evaluations on professional behavior.
Analyzes the influence of faculty evaluations on student learning.
Analyzes the influence of student accountability on achieving high standards of academic learning.
Uses student achievement data to determine faculty accountability for student learning.
Monitors teachers' procedures for keeping track of student learning.
Assesses the effectiveness of its procedures for gathering data on student performance.
Uses data on student progress to recognize faculty.
Uses data to recognize students who meet achievement goals.