Standard VI, Theme VI ~ Continuous Improvement Continuum: Teaching and Learning in the Wider Context Rubric

	One	Two	Three	Four	Five
P L A N	No quality plan or process exists. Student and family data are neither used nor considered important for planning. Decisions for improvement are reactive to state, district, and federal mandates. There is a lack of knowledge regarding current research and best practice in teaching and learning in the wider context of political, social, economic, legal and cultural contexts.	The cohort member realizes the importance of a mission, vision, and comprehensive action plan; and works with others in the school and community to develop goals and timelines. Cohort member and other school leaders are viewed as committed to planning for critical areas for improvement that include the wider context; and all stakeholders feel included in decision-making.	Development of a comprehensive school improvement action plan is achieved using data regarding student and family needs. Cohort member is committed to continuous improvement, seeks inclusion of all school, community, and other statewide appropriate sectors, and supports staff in understanding the wider context.	A focused and integrated school-wide action plan and process is designed using data regarding student and family needs. All school efforts are focused on the implementation of the plan that represents the achievement of the vision. Cohort member is part of a leadership team that represents a shared decision-making structure of the school and the wider context, including political, social, economic, legal and cultural. Study teams are planned for the implementation of plan.	A strong, continuous improvement structure is possible that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The district/school vision is student focused, based on data and appropriate for school/community values and meeting student needs. There is documented evidence of student and family needs and evidence that the plan is based on the best interest to meet their needs.
I M P L E M E N T	There is no knowledge of, or direction for, quality planning. Cohort member makes all decisions, with little or no input from teachers, the community, or students. Data and current information regarding the wider context does not drive decision making.	School values and beliefs are identified, and the purpose of school is continually defined and redefined to meet changing needs of students and families and events in the wider contest. The plan is flexible and changes as data and needs dictate.	Cohort member integrates recommendations from the study, research, and analyses of all data to form a comprehensive action plan for continuous improvement within the context of the school mission and vision. Implementation goals, responsibilities, due dates, and timelines are clear, with support structures in place. Plan includes evaluation and continuous improvement. The plan demonstrates how stakeholders are continuously informed.	The quality action plan for implementation demonstrates effective procedures in all areas of the school-wide plan. Decisions regarding implementation of the vision are made within teams, by the leadership team, and by the full staff as appropriate, with input from all appropriate stakeholders. All decisions are communicated by the leadership team to the full staff, parents, and community, and others outside the community, as appropriate.	School-wide goals are shared and articulated through the school and the community. The attainment of identified essential student learnings is linked to planning and implementation of effective instruction that meets student needs. Leadership team has systematic interactions and involvement with teachers, parents, community, and students regarding the direction of the school as designed in the action plan, including the changing needs of students and families, and the implications of changes in the social, political, economic, legal and cultural contexts.
A S S E S S	There is no evidence of comprehensive planning Decisions lack focus and consistency. There is little evidence of student, staff, community, and parent input. Decision-making process for the plan is generally viewed as top-down and non-participatory.	There is a beginning effort to meet the changing needs of students and families. Teachers understand some of the implications that decisions make in the wider context. Teachers are more involved in making changes to meet identified needs.	There is evidence that the school plan is feasible and is evidenced in some areas of the school. Improvements are not systematic, nor integrated, school-wide. Cohort member is viewed as committed to planning, communication, and quality improvement. Critical areas for improvement are identified. All appropriate stakeholders are included in shared decision-making in the plan.	There is evidence that the leadership team listens to all levels of the organization and community. The school improvement plan is considered by others as workable, and is school-wide and linked to essential student learnings and the guiding principles of the school. Teachers and community members understand the need for improvement that supports students and families and their changing needs in the wider context.	The needs of students and families are met and issues are addressed in the political, social, economic, cultural, and social cpntexts. Teachers implement the vision in their classrooms and determine how the new approach better meets students needs and leads to the attainment of essential student learnings. Evidence of effective teaching and learning in the plan will result in significant improvement of student achievement attributed to quality planning at all appropriate levels of the school organization and the community. Teachers support and communicate with each other and the community in the implementation of quality strategies that meet student and family needs. Previously non-achieving students begin to improve and enjoy learning with excellent achievement.