

PERFORMANCE STRAND 1: SETTING CLEAR AND COMPELLING DIRECTION

1.1 Develop shared purpose and coherent effort through mission, vision and beliefs

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Interacts with others based on personal purpose and beliefs. Usually focuses on present situations and issues. Rarely plans for the future. □ Uses compliance as the primary driver of the mission, vision, belief statements, decisions and actions. 	<ul style="list-style-type: none"> □ Interacts personally but separates personal goals, beliefs and needs from those of staff and stakeholders. □ Demonstrates forward thinking by embracing selected initiatives, programs and training. 	<ul style="list-style-type: none"> □ Defines personal goals and beliefs as increasingly interdependent with the mission, vision and set of core beliefs that are gaining ownership among staff and stakeholders. □ Develops forward thinking by engaging staff and some stakeholders in aligning the culture and efforts with the mission, vision and beliefs. 	<ul style="list-style-type: none"> □ Models and expects interdependence of personal goals and beliefs with the shared mission, vision and beliefs to ensure coherence of collaborative stakeholder efforts. □ Consistently re-evaluates mission, vision and beliefs. Develops and applies systems thinking frameworks and skills to engage others in coherent decision-making. 	<ul style="list-style-type: none"> □ Initiates and engages all stakeholders in visionary thinking based on shared purposes and beliefs. □ Creates opportunities for shared decisions that result in transformational change efforts rather than problem-based temporary solutions.

PERFORMANCE STRAND 1: SETTING CLEAR AND COMPELLING DIRECTION

1.2 Develop, implement and communicate a results-based strategic action plan

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Focuses on minimum state school improvement requirements through programmatic changes with limited internal and external stakeholder input. □ Views planning as an executive function that does not encourage the development of a common language and shared participation among all stakeholders. □ Rarely communicates state school improvement requirements to other teachers, parents or students except before submission of the plan to the state. 	<ul style="list-style-type: none"> □ Develops with key teachers a school improvement plan based on state requirements. Plan uses limited analysis of student achievement and performance data. □ Views decision-making as an executive function that is informed by an increase in internal stakeholder participation and encourages formation of a common language about the school improvement plan. □ Communicates state school improvement requirements in terms of a few new initiatives and limited emphasis on strategies, responsibilities and results. 	<ul style="list-style-type: none"> □ Creates a strategic action plan that includes and goes beyond state school improvement requirements. Expands staff involvement to create ownership and shared responsibility for strategic initiatives. □ Advocates for use of a common language to communicate the strategic focus to improve school wide learning and performance. □ Regularly communicates and engages a greater amount of stakeholder support for a strategic action plan that drives systemic change and becomes a vital and living force for action. 	<ul style="list-style-type: none"> □ Shapes systemic discussions about the long-term implications of strategic action plan decisions and initiatives by deepening involvement of diverse stakeholder perspectives. □ Extends the use of common language and shared goals to promote a culture for transformational systemic initiatives that increase student and adult learning and performance. □ Frequently reinforces active stakeholder participation in dialogue and decisions by asking questions and providing insights that lead others to strategic and systemic action. 	<ul style="list-style-type: none"> □ Extends the reach of all stakeholders to become the architects of a transformational strategic action plan that taps the knowledge, talents and resources of a community to meet all learning needs. □ Employs multiple communication strategies and technologies to promote stakeholder voice in communicating key messages about strategic focus and expected results throughout the community. □ Expects shared ownership for engaging all stakeholders in communicating to others beyond the local community the progress and need for current efforts and strategic directions for the future.

PERFORMANCE STRAND 1: SETTING CLEAR AND COMPELLING DIRECTION

1.3 Establish a sense of urgency that leads to action

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Responds only to compliance requirements, parent and public complaints, and personal, physical, or facility emergencies. □ Acts impulsively and does not consult with staff when driven to action by external pressures, often resulting in frenetic activities that fall short of purposeful and productive urgent action. □ Rarely, if ever, differentiates between responding in crisis mode and understanding there needs to be a sense of urgency for well-planned results-based future action. 	<ul style="list-style-type: none"> □ Responds with immediate and urgent action only for personal, physical, or facility emergencies and failure to meet compliance requirements or parent and public complaints. Often expends energy without being purposeful. □ Creates hastily constructed solutions as a knee-jerk response to perceived needs for urgent action that may lead to an unwelcome reality that others do not feel the urgency. □ Sometimes responds with a new sense of urgency by engaging some staff in discussions and actions to address a specific need, particularly one of personal interest and/or a district or state priority. 	<ul style="list-style-type: none"> □ Moves from externally-driven urgency to creating momentum for organizational change by engaging staff in determining priority issues that require immediate collective attention and action. □ Prioritizes responses to urgent learning needs by focusing on strategic action plan strategies and initiatives that are central to achieving the mission of the organization. □ Forms action teams that are strong enough and sufficiently committed to guide transformational change initiatives and can create a high sense of urgency among a large group of stakeholders that brings about large-scale change. 	<ul style="list-style-type: none"> □ Communicates the visions and strategies for change efforts to relevant stakeholders to obtain buy-in and to generate urgency for organizational change. □ Frames priorities using language and examples that excite relevant stakeholders to immediate action. □ Works to remove obstacles that get in the way of generating urgency and moving priorities to action. Translates individual passion into shared stakeholder urgency, 	<ul style="list-style-type: none"> □ Relentlessly communicates progress to maintain momentum and ensures that sufficient resources are available to move ideas and decisions to action. □ Continually scans the environment, internal and external, looking for information relevant to the success of the organization and purging irrelevant activities to provide time for the priority efforts. □ Creates and sustains a sense of urgency that is as high as possible, among as many people as possible, not only at the top but throughout the school and district hierarchy.

PERFORMANCE STRAND 2: SHAPING CULTURE FOR LEARNING

2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> ❑ Sets expectations for students and adults within a highly-regulated environment. ❑ Routinely schedules rituals and traditions, often without engagement of staff and stakeholders in planning and implementation. ❑ Accepts the common language used by the district. ❑ Rarely, if ever, sets expectations for developing cultural competencies. 	<ul style="list-style-type: none"> ❑ Recognizes the need for including the voices of some staff in setting norms for day-to-day operations and periodic celebrations of rituals and traditions. ❑ Works with selected staff and stakeholders to perpetuate rituals and traditions that often are performances for students and adults. ❑ Encourages development of a common language to implement the curriculum. ❑ Explores implications of cultural differences for changing interactions among staff, students and families. 	<ul style="list-style-type: none"> ❑ Actively engages leadership team and key staff in shaping the culture by infusing desired norms, procedures and behaviors into the environment. ❑ Actively transfers ownership responsibilities to key staff for continuing and expanding the influence, frequency and relevance of rituals and traditions. ❑ Expands and expects a common language for all organizational efforts. ❑ Embraces cultural diversity through proactive choices in staffing, curriculum and learning experiences. 	<ul style="list-style-type: none"> ❑ Releases responsibility to staff and some students and stakeholders for reinforcement and reconsideration of expected norms. ❑ Supports the development and institutionalization of relevant rituals and traditions for students and adults. ❑ Sharpens the impact of common organizational language by targeting the strategic and systemic focus of the language. ❑ Expects students and adults to actively learn about cultural differences, perspectives and norms through interaction and development of substantive relationships. 	<ul style="list-style-type: none"> ❑ Celebrates with all stakeholders their commitment to sustaining the culture of a collaborative learning organization for students and adults. ❑ Celebrates a collaborative learning culture through traditions and rituals that include external stakeholders, such as alumni. ❑ Ensures that the common organizational language for explaining the mission, vision, beliefs and strategic directions is accessible to all stakeholders. ❑ Expects that all stakeholder relationships evidence mutual cultural understanding.

PERFORMANCE STRAND 2: SHAPING CULTURE FOR LEARNING

2.2 Promote a safe, positive, interactive and supportive climate

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> ❑ Rarely, if ever, encourages or supports a consistent positive interactive climate. ❑ Often interacts negatively with sarcasm, put-downs, innuendo, favoritism and assigning individual blame. ❑ Models a negative disciplinary approach to solving student and adult issues. ❑ Follows district and public safety regulations about building security, health and environmental hazards. 	<ul style="list-style-type: none"> ❑ Favors short-term solutions that most often do not address underlying causes, creating false sense of a positive climate. ❑ Reduces confrontation by avoiding interaction, praising some and blaming others for problems. ❑ Attempts to understand alternatives to negative punishment and focuses on respecting and involving others in developing positive social interactions. ❑ Solicits input from students, parents and staff about building security, health and environmental concerns. 	<ul style="list-style-type: none"> ❑ Considers the concerns of others and acknowledges that problems may need to be dealt with in a larger and interactive setting. ❑ Solicits feedback from students, teachers and parents and some community stakeholders about what they like and would like to change. ❑ Creates an environment that positively encourages staff and stakeholders to engage and partner in supporting the learning culture. ❑ Expands the definition of safe environment to include academic, social, emotional and physical factors. 	<ul style="list-style-type: none"> ❑ Actively listens and engages individuals or groups to determine the systemic cause of an issue and interacts positively and collaboratively to determine action to be taken. ❑ Ensures that the views of all members of the learning community continually impact decisions and actions. ❑ Addresses issues within a positive climate and an interactive and collaborative culture. ❑ Ensures that collaborative efforts operate within a risk-free and safe learning environment. 	<ul style="list-style-type: none"> ❑ Consistently expects and reinforces that every person is responsible for maintaining a supportive climate where everyone gives and receives positive affect, words, suggestions and questions. ❑ Co-creates positive solutions for apparent problems. Displays passion, excitement and belief in the future. ❑ Reinforces for all stakeholders that there are options and possibilities for future successes for all student and adult learners. ❑ Constantly engages stakeholders in ensuring that the academic, social, emotional and physical learning environments for students and adults are risk-free and safe.

PERFORMANCE STRAND 2: SHAPING CULTURE FOR LEARNING

2.3 Build and sustain collaborative relationships and structures for learning and work

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> ❑ Maintains cooperative relationships with colleagues who share similar values and perspectives. ❑ Questions the value of collaboration and does not establish collaborative structures to promote learning and accountability. ❑ Attends district meetings but rarely participates actively in collaborative group work. 	<ul style="list-style-type: none"> ❑ Initiates intentional relationships with colleagues to accomplish school or district administrative agendas. ❑ Favors short-term or issue-focused committees or work groups rather than applying collaborative leadership skills to solving complex problems. ❑ Participates cooperatively in district assignments that involve collaborative work groups. 	<ul style="list-style-type: none"> ❑ Encourages and supports collaborative work relationships to accomplish continuous systemic improvement. ❑ Establishes collaborative work groups focused on improving specific student and adult learning needs. ❑ Begins to determine when to engage in collaborative work versus cooperative work. 	<ul style="list-style-type: none"> ❑ Establishes intentional collaborative relationships by embracing roles and opportunities to collaborate with staff and stakeholders. ❑ Actively participates and regularly uses collaborative structures to build community and shared accountability. ❑ Views collaboration as central to building community and accountability for learning. 	<ul style="list-style-type: none"> ❑ Always engages colleagues, parents, students, and community members in the continuous development of collaborative relationships. ❑ Reinforces the direct connection between collaborative relationships and structures for collaborative decision-making to move ideas to action. ❑ Always encourages others to develop collaborative relationships to build community and shared accountability.

PERFORMANCE STRAND 2: SHAPING CULTURE FOR LEARNING

2.4 Infuse diversity of people, perspectives, ideas and experiences into the work

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> ❑ Communicates about own cultural identity but may be unaware of cultural differences. ❑ Involves people with the same perspective and ideas in the work. 	<ul style="list-style-type: none"> ❑ Connects cultural identity with other's assumed country or language. Partially aware of cultural differences in terms of food, religion and attire. ❑ Rarely intentionally involves one or more persons with a different perspective or breadth or depth of experience, especially from a different sector than education to participate in the work. 	<ul style="list-style-type: none"> ❑ Understands and appreciates own cultural identity and recognizes some cultural differences and perspectives of others. ❑ Sometimes intentionally involves people with varied perspectives in designing programs or policies that support the learning needs of diverse populations. 	<ul style="list-style-type: none"> ❑ Recognizes, appreciates, and engages varied cultural differences, perspectives and experiences. ❑ Usually involves diverse people, perspectives and experiences to design, implement and evaluate policies and programs that support all students and adults. 	<ul style="list-style-type: none"> ❑ Always commits to the value of cultural diversity and individual identities. Builds all aspects of work on those values. ❑ Regularly involves diverse people with varied perspectives and ideas in designing learning experiences, programs and policies.

PERFORMANCE STRAND 2: SHAPING CULTURE FOR LEARNING

2.5 Use skills of influence, persuasion and advocacy to engage with multiple community sectors as a public leader

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Displays inexperience in building trusting relationship with diverse individuals, which hampers the ability to influence, persuade and advocate. □ Often assumes that charisma, talent and reputation will suffice to convince, persuade or coerce. □ Assumes that advocacy is not part of the job. □ May belong to a community service organization but does not perceive themselves as a viable influential public leader. Rarely considers engaging community members or partners in the work of the school beyond supporting athletics or school wide events. 	<ul style="list-style-type: none"> □ Recognizes the need to learn and internalize behaviors that develop relationships by displaying behaviors that encourage trust. □ Attempts to persuade others using data and directives to make decisions, often without having made a proper investment in nurturing relationships. □ May join other educators to advocate for change or removal of barriers to student or adult learning. □ May ask community members for feedback on changes under consideration. Generally uses projects such as service learning, field trip learning experiences or students gathering oral histories as gateways to involving community partners. 	<ul style="list-style-type: none"> □ Develops a limited sphere of influence to support organizational change efforts that enable expanded learning opportunities for students and adults. □ Builds on new trust relationships to persuade some people to make decisions and begin implementation of a change effort. □ Expands self and staff awareness of political, economic, social systems and institutional barriers jeopardizing student or adult learning. Advocates for community projects that would support student and adult learning within the community. □ Actively accepts leadership roles in community activities and organizations. Invites community members from all sectors to support learning through involvement as tutors, mentors, speakers, supplying learning resources and embracing student learning projects within businesses and the community. 	<ul style="list-style-type: none"> □ Fosters personal and professional relationships and networks to influence and guide systemic, proactive learning initiatives within and beyond school and community. □ Employs increased credibility with students, staff and community partners to persuade others to support large-scale, systemic, transformational efforts aligned with the strategic action plan. □ Facilitates collective action in support of any major initiative that improves academic, social and emotional learning for all students and adults in the community. □ Reaches out to all community sectors to find ways to engage talents and resources in support of community wide student and adult learning. Uses learning experiences, such as project-based learning, to form working relationships between students and business, government and nonprofit organizations for collaboratively investigating and creating approaches to community issues. 	<ul style="list-style-type: none"> □ Acts as an influential leader among district, state, national and international colleagues, having gained respect by engendering trusting relationships. □ Convinces stakeholders throughout all sectors of the community to support and adopt ideas and directions that result in a dramatic transformational culture change for student and adult learning. □ Uses the synergy of influence, persuasion and advocacy to be a successful leader in the fight to sustain a public education system that guarantees equity and excellence. □ Spearheads efforts to create new student and adult learning opportunities and experiences. Motivates and draws others into action for innovative school, district and community improvements. Builds the leadership capacity of educators and community members to find new ways to collaborate in developing a community of learners.

PERFORMANCE STRAND 3: LEADING AND MANAGING CHANGE

3.1 Develop and distribute leadership to sustain a high-performing organization

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Approaches leadership from a hierarchal framework. Accepts leadership responsibilities as defined by supervisors and other formal organization leaders. □ Exhibits unilateral positional responsibility for all decisions, but may seek input from selected staff. Retains all decision-making responsibilities out of a belief that others can't be trusted or they can't trust themselves to release responsibilities. □ Sees giving away leadership and decision-making as diminishing personal power and authority. 	<ul style="list-style-type: none"> □ Creates a small formal or informal leadership team responsible for informing, validating and communicating school wide decisions. □ Uses positional authority to assign formal leaders with limited or no decision-making authority to lead collaborative learning communities or other collegial learning groups or committees. □ Regularly participates in meetings by strongly suggesting options and actions to pursue and retains final approval of most all decisions and use of resources. 	<ul style="list-style-type: none"> □ Begins to entrust others with limited leadership responsibility and authority for program initiatives and decisions. □ Regularly distributes leadership to others based on strengths, knowledge and skills rather than position. Expands leadership team functions, decisions and membership to include teachers and other staff. □ Learns how to build the leadership capacity of self and other staff through training, mentoring, coaching and other learning experiences. 	<ul style="list-style-type: none"> □ Includes and values diverse voices in the membership of all work groups to build trust relationships. Organizes such groups to cut-across boundaries and lessen constraints of organizational silos. □ Expands work groups to transcend positional leadership boundaries and silos. Ensures that collective decisions are made closest to the work. □ Uses training, mentoring and coaching to support continuous learning for leadership development. Actively taps the leadership strengths of staff and develops flexible collaborative structures for high-performance teaching and learning practices. 	<ul style="list-style-type: none"> □ Establishes that <i>collaboration</i> is the primary culture for working together, recognizing that some tasks only require <i>cooperation</i> between individuals or groups. □ Imparts to staff that both formal and informal leadership is key for advancing change and transforming culture. Aligns expectations, decisions and outcomes of all work groups to support school wide transformational change. □ Constantly supports and recognizes ownership by all stakeholders for implementing a collaborative leadership and management framework that results in improving and sustaining high organizational performance.

PERFORMANCE STRAND 3: LEADING AND MANAGING CHANGE

3.2 Deploy an integrated management system for systemic results

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Creates short-term solutions without examining or understanding the systemic causes and implications. Expects an orderly top-down management environment, offering little or no options for flexibility or adaptability. □ Sees management functions as isolated independent tasks. There is no strategic focus on the core business of student and adult learning and performance. □ Believes administrative and operational demands are full time requirements and do not allow for leadership roles in teaching and learning, community engagement or resource development. 	<ul style="list-style-type: none"> □ May solicit opinions from others about solutions to problems but lacks skills to guide the discussion within a long-range view. Operates with a clear division between administration and teaching. Expects selected teachers will manage day-to-day instruction related to district or state programs. Explores and learns with some teachers how to use action research to assess progress and support continuous improvement. □ Begins to understand that management functions and decisions are interconnected and must be aligned to support the core business. Begins to explore periodic modification of administrative procedures and instructional programs to give more flexibility to implementation. □ Explores ways to shift some administrative tasks to some staff to free up time for leadership roles that support the core business. 	<ul style="list-style-type: none"> □ Begins to embed systemic approaches to changes in practice. Encourages everyone to focus on the <i>big picture</i> to see connections before making decisions. Facilitates understanding that identifying the root cause of a problem is more important than quickly solving the problem itself. Expects regular use of a continuous improvement process such as action research to collaboratively move ideas to action. □ Expects staff to implement an integrated approach to managing system change efforts by examining intersections between goals, strategies, and actions within the strategic action plan. When distributing leadership, uses horizontal and vertical management structures to provide more flexibility and adaptability when making decisions about how to best support teaching and learning. □ Exercises new understandings of systems thinking and management frameworks to prioritize leadership responsibilities in all areas through flexible scheduling and distributed leadership. 	<ul style="list-style-type: none"> □ Establishes systems thinking as the primary method to develop criteria for decision-making. This includes long-term implications, all stakeholder voices being affected, and solutions that bring coherence to actions. Expects the collective use of reflection, inquiry and assessment skills to enrich the depth of understanding of the implications of transformational change efforts. □ Shifts the focus from managing programs and tasks to managing for coherent systemic results. Begins to develop an integrated management framework that brings coherence to goals, processes, resources, stakeholders and performance within a distributed leadership environment. □ Aligns the integrated management framework of administrative, operational and instructional leadership responsibilities with the strategic action plan goals. Establishes time and effort priorities for all leadership functions to achieve expected results in student and adult learning and performance. 	<ul style="list-style-type: none"> □ Takes immediate advantage of every opportunity to foster systems thinking in advancing short- and long-term continuous improvement of administrative practices and student and adult learning. Uses systems thinking language and paradigms in every communication, action and decision. □ Confronts complex problems and seemingly intractable problems through collaboration with staff and stakeholders. Engages in extended dialogue, analyzes patterns and trends, identifies high leverage action strategies, appreciates emerging insights and multiple perspectives and interacts in ways that create synergy, recognizing that unintended results may influence organizational behavior. □ Uses the integrated management system's adaptability and flexibility to allow the daily allotment of time and effort to be sufficient to lead and manage proactively all results-based efforts.

PERFORMANCE STRAND 3: LEADING AND MANAGING CHANGE

3.3 Use individual, group and organizational change research, processes and tools

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Has little or no awareness of change research about organizations, groups or individuals. Most often has no knowledge or experience with using change process or tools to inform and assist leaders as they work to change individual and group behaviors and create a learning organization. 	<ul style="list-style-type: none"> □ May encounter change tools as a result of professional learning experiences and begins to learn implications of research and tools for helping others to be comfortable with ongoing change as the foundation for continuous learning and improvement. □ Sometimes uses one or more tools learned in a training session to manage continuous improvement of efforts. 	<ul style="list-style-type: none"> □ Increases self-awareness and understanding of components of an organizational change process. Facilitates dialogue about the difference between just making changes and creating transformational changes. □ Regularly uses a few change research, processes and tools to plan, implement, and monitor work progress. Learns with staff how implementation of a change effort becomes deep enough to ensure the culture shift required for transformational change. □ Becomes aware of how organizations evolve into learning organizations by understanding how to diagnose, predict and assess progress in order to manage behaviors of individuals and groups during a transformational change process. 	<ul style="list-style-type: none"> □ Examines with staff the implications of the components of a change process to support key systemic initiatives in the strategic action plan. □ Encourages and expects staff to incorporate change processes and tools for work group efforts requiring shifts in paradigms and behaviors. Begins to understand with some staff how to incorporate the use of change tools into student learning experiences. □ Teaches work groups how to diagnose, predict and manage the effects of change efforts with students, staff and stakeholders. 	<ul style="list-style-type: none"> □ Facilitates continuous improvement dialogue by gathering feedback from students, staff and stakeholders regarding perceptions and results of being a part of an ongoing change effort. □ Consistently reinforces and expects to see and hear common language about how change research findings, processes and tools are being embedded in regular interactions by students and adults as they experience an evolving work and learning environment. □ Collaboratively strategizes with stakeholders in how to support each other in assimilating change with minimal disruption or confusion.

PERFORMANCE STRAND 3: LEADING AND MANAGING CHANGE

3.4 Use reflection, inquiry and assessment practices for continuous learning and improvement

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Believes reflection, inquiry and assessment are skills commonly used by individuals in their daily lives. Expects individuals to raise their ideas, questions or assessments as they see fit to solve or clarify a particular situation. 	<ul style="list-style-type: none"> □ Routinely uses individual and group reflection, inquiry and assessment as a way to debrief major events or initiatives. Begins to recognize the difference between an individual's everyday use of reflection, inquiry and assessment as compared to applying it intentionally as part of a collaborative learning process. 	<ul style="list-style-type: none"> □ Understands a continuous learning and improvement culture makes it possible to implement transformational system changes. Builds the collaborative leadership capacity to reinforce a collective habit of knowing when and why to use inquiry, reflection and assessment for intentional organizational improvement. □ Ensures continuous improvement in administrative practices, program management and teaching and learning practices using reflection and inquiry practices and assessing leadership functions. □ Ensures that students as well as adults raise their skills in reflection, inquiry and assessment for successful implementation of student-centered learning and especially for effective project-based learning experiences. 	<ul style="list-style-type: none"> □ Models the use of reflection, inquiry, and assessment and coaches groups to strive to attain a high level of synergy from the interaction of the skills when collaboratively addressing a common issue or problem and moving new ideas to action. □ Regularly asks purposeful questions to clarify assumptions, shape a shared vision when engaging others in collaborative efforts and to inform collective decisions for planning, implementation, assessment or evaluation efforts. □ Consistently involves students, staff and other stakeholders by asking purposeful questions to clarify and expose assumptions. Shapes shared visions by engaging others in collaborative and consensus decision-making for most planning, implementation or evaluation efforts. 	<ul style="list-style-type: none"> □ Constantly engages others in reflection, inquiry and assessment practices. Reminds leaders and aspiring leaders that those skills are the building blocks for becoming a high-performing leader in every leadership strand. □ Develops and supports a culture of self and group reflection that often includes collaborative conference protocols, peer coaching, action research, and/or reflective writing. □ Advocates for everyone to be a continuous learner by using reflection, inquiry and assessment to explore the <i>Why? So what? and Now what?</i> of decisions and actions. Understands the thinking processes used to determine which strategies, practices and behaviors best support a collaborative culture of continuous learning and improvement.

PERFORMANCE STRAND 3: LEADING AND MANAGING CHANGE

3.5 Lead change efforts to scale

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Attempts to implement a new program or practice without knowledge of a process for taking change to scale. 	<ul style="list-style-type: none"> □ Learns the importance of four dimensions—depth, spread, sustainability and ownership—to take new efforts to scale. □ Identifies at least one teaching practice or learning issue that has the potential to be taken to scale within a grade or subject area to improve student or adult performance. □ Assesses organizational readiness to accept the effort on each of the dimensions of scale. □ Develops strategic action plan for bringing effort to scale. Begins implementation based on priority dimensions and engages appropriate staff. □ Determines ways to measure the progress and impact of implementation on the four dimensions. Collects and analyzes the data to assess impact. Makes decision to modify plans to reach scale or make decision to terminate effort. 	<ul style="list-style-type: none"> □ Builds capacity of staff to understand the four dimensions of scale. Expects some staff to use the scale framework for moving beyond establishing pilot efforts. □ Identifies multiple teaching practices or learning issues that have the potential to be taken to scale within a grade level, subject area or school wide to improve student or adult performance. □ Conducts collaborative assessments with staff of the organizational readiness to accept efforts on each of the dimensions of scale. □ Works with collaborative teams to develop strategic action plans to bring efforts to scale. Teams begin implementation based on priority dimensions. □ Uses collaborative teams to determine measures of progress and impact of implementation on the four dimensions. Collects and analyzes the data to assess impact. Makes decisions to modify plans to reach scale or make decision to terminate effort. 	<ul style="list-style-type: none"> □ Activates and supports varying levels of implementation on all four dimensions of scale. Observes, provides feedback and coaches key leaders on implementation. Continually reinforces that collaborative action in bringing efforts to scale has become a cultural norm. □ Identifies additional efforts that have greater complexity and require a wider range of talents and supports from staff and external stakeholders to be taken to scale. □ Conducts collaborative assessments with staff and some stakeholders of the organizational readiness to accept efforts on each of the dimensions of scale. □ Distributes leadership to staff and some stakeholders to develop strategic action plans for bringing efforts to scale. Collaborative teams begin implementation based on priority dimensions. □ Evaluates evidence of impact of changes on all four dimensions of scale with staff and stakeholders. Assesses impact of change efforts on student learning and teaching practices. 	<ul style="list-style-type: none"> □ Uses intersections of the four dimensions of scale to build the capacity of staff and stakeholders to gain a sense of coherence of efforts and a systems perspective on how to leverage systems change. □ Uses collaborative teams to continually collect and analyze data to inform decisions about modifications and continuation of practices at scale.

PERFORMANCE STRAND 4: TRANSFORMING TEACHING AND LEARNING

4.1 Expect high-quality teaching and learning

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Assumes the vision for quality instruction is embodied in the state mandated teacher evaluation system. Attends teacher evaluation orientation for principals. □ Provides limited opportunities for teachers to develop an understanding of student-centered learning, personalized, differentiated and evidenced based teaching practices, learning tools and evaluation techniques that meet state mandated curriculum and teacher evaluation expectations. 	<ul style="list-style-type: none"> □ Acknowledges the need to support teachers in learning the requirements of the state mandated teacher evaluation system and provides opportunities for teachers to reconcile personal visions of quality teaching with those supported by the state mandated teacher evaluation system. □ Schedules opportunities for teachers to begin to form a collective understanding of themes and patterns of effective instruction that meet state mandated curriculum and teacher evaluation expectations. These include supporting student-centered instruction by setting clear and rigorous learning goals, making instruction relevant to students and sequencing learning experiences based on prior learning. 	<ul style="list-style-type: none"> □ Facilitates a collaborative visioning process that enables stakeholders to develop a consensus and a common language for a school wide vision of quality teaching and learning that meets or exceeds the state mandated teacher evaluation system expectations. □ Encourages and supports collaborative teacher learning in understanding teaching practices, learning tools and techniques for evaluating student learning. Initiates classroom walkthroughs for teachers to observe and discuss effective teaching and learning practices. 	<ul style="list-style-type: none"> □ Becomes the <i>keeper of the vision</i> of quality teaching and learning with responsibility for ensuring that the vision is driving decisions that result in coherent quality teaching, learning and assessment practices. □ Distributes leadership to teachers for classroom walkthroughs. Expects teachers to collaboratively reflect on their observations, to identify effective practices, to draw implications for improving current teaching and learning practices in ways that improve student and adult learning and to provide such feedback to the teachers they observe. 	<ul style="list-style-type: none"> □ Consistently renews stakeholder ownership by reaffirming the collective vision of quality teaching and learning and soliciting possibilities for continuous improvement of both the vision and its implementation. □ Develops in self and others the ability to identify, connect, and elaborate on the underlying complexity, nuance, overlap and interplay of effective instructional patterns. Expects all stakeholders to consistently use a common language that reinforces the use of agreed upon effective teaching practices and learning tools to implement student-centered learning and a culture of continuous improvement.

PERFORMANCE STRAND 4: TRANSFORMING TEACHING AND LEARNING

4.2 Observe teaching practice and provide actionable feedback for professional learning

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Observes instruction using standardized protocols and provides general feedback to teachers as required by the state mandated evaluation system for teachers and administrators. □ Expects that teachers will develop an appropriate growth plan as required by the state mandated teacher evaluation system. 	<ul style="list-style-type: none"> □ Improves observational and data gathering skills by focusing on improving a few specific teaching practices identified in the strategic action plan. Provides limited actionable feedback in the form of data and artifacts to enhance the talents of teachers by improving knowledge and skills. □ Encourages teachers to identify new teaching and learning practices to make their annual growth plans more rigorous and innovative by exploring promising new teaching and learning practices. 	<ul style="list-style-type: none"> □ Implements an ongoing system of continuous observation and data gathering and makes actionable feedback more robust by gathering data that describes effective practices as well as those where improvement is required. Feedback targets enrichment of student-centered, rigorous and relevant learning experiences. □ Encourages teachers within and across grade levels or subjects to prioritize possibilities for individual and collective learning and implementation of new or improved practices as they develop their growth plans. 	<ul style="list-style-type: none"> □ Consistently observes formal and informal teaching and learning environments daily to provide continuous feedback and connections to varied learning experiences. Reinforces the concept of a learning community. □ Develops and engages teachers and groups of teachers with similar and complementary knowledge and skills in collaborative learning experiences to enhance their growth plans. 	<ul style="list-style-type: none"> □ Relentlessly models a culture of continuous collaborative learning where everyone observes, collects and provides actionable feedback about adult and student performance. Individuals and collaborative groups share and make meaning of data on a regular basis to enhance practice and performance. □ Implements to scale and sustains a culture where teachers engage in a variety of professional experiences that include learning from teachers who demonstrate exemplary practices.

PERFORMANCE STRAND 4: TRANSFORMING TEACHING AND LEARNING

4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Assumes that learning is rigorous and relevant for students. □ Places high priority on academic learning and considers discipline management and character development programs as the priorities for developing social and emotional skills. 	<ul style="list-style-type: none"> □ Begins development and implementation of an ongoing system for obtaining and acting on feedback from students, parents, staff and stakeholders about whether learning experiences are rigorous and relevant. □ Often provides professional support services for students requiring greater levels of academic, social and emotional development from external providers. 	<ul style="list-style-type: none"> □ Ensures that rigorous, relevant student-centered learning is happening in personalized learning environments that integrate academic, social and emotional learning. Specifically, looks for how well teachers deploy their talents, knowledge and skills to build on prior student knowledge, experiences and interests. □ Expands understanding for self and staff that academic, social and emotional skills are of equal importance for the learning of all students. Expects teachers to design learning experiences that begin to integrate the three skill sets in order to form the necessary foundation for implementing personalized student-centered learning. 	<ul style="list-style-type: none"> □ Distributes leadership and responsibility to teachers and staff teams for the continuous development of student-centered learning experiences. Facilitates productive dialogue about approaches, such as project-based learning that involves inquiry, curiosity, exploration, risk-taking, active demonstration of complex tasks, peer sharing and collaboration, and self and peer assessments. □ Facilitates and learns with teachers how to embed social and emotional learning standards and processes into learning experiences through which students and adults effectively manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Engages with after-school and support service partners in providing social and emotional development. 	<ul style="list-style-type: none"> □ Leads a high-performing learning organization where student and adult accomplishment is nurtured by a culture of continuous improvement. Continually reinforces standards and results-based performance that is personalized, rigorous, relevant and learner-centered where students and adults are responsible for their own learning and the learning of others. □ Consistently reinforces staff to teach, model and facilitate application of social and emotional competencies in ways that allow students to apply them as part of their daily repertoire of behaviors. Broadens competencies to include interacting with diverse individuals and groups in socially skilled and respectful ways, practicing positive safe and healthy behaviors and contributing responsibly and ethically with peers, family, school and community.

PERFORMANCE STRAND 4: TRANSFORMING TEACHING AND LEARNING

4.4 Become literate as a leader of digital learning environments

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Rarely, if ever, uses learning technologies or technology productivity tools to plan, develop, implement or evaluate learning experiences for students and adults. 	<ul style="list-style-type: none"> □ Supports isolated uses of learning technologies or technology tools to plan, develop, implement or evaluate learning experiences for students and adults. Solicits information and support from school and district staff and others literate in digital learning environments. □ Encourages some use of learning technologies but focuses efforts primarily on remediation or enrichment of student learning experiences. □ Seldom uses or promotes the uses of online resources to inform, support and improve teaching and learning or administrative practices. 	<ul style="list-style-type: none"> □ Begins to build expertise in understanding how digital learning transforms teaching and learning experiences and environments. Learns how National Educational Technology Standards (ISTE-NETS) can be used to develop a strategic action plan for digitally supported teaching and learning experiences. □ Supports understanding of how digital learning technologies can become integral to learning experiences for all students in all curriculum areas with staff through job-embedded development. □ Encourages staff to provide a variety of online learning experiences and tools and collaborative digital learning environments to motivate and support student and adult learning, including communicating with families on how to use technology to support student learning. 	<ul style="list-style-type: none"> □ Engages staff in constantly exploring how learning technologies can add value to learning experiences and support personalized learning environments for students and adults. Provides job-embedded learning experiences to continuously improve adult use of learning technologies and new learning environments. □ Expects expanded use of online resources, social networking, digitally mediated self-paced learning, blended learning, and adaptive computing to support differentiated and engaged learning environments for students and adult learning. □ Establishes the use of networks as a teaching and learning norm that includes collaborative digital learning through emails, social media and collaborative workspaces for students and teachers. 	<ul style="list-style-type: none"> □ Actively seeks stakeholder partnerships to support access to experts and peers and to promote the awareness and implementation of personalized digital learning environments that transform teaching and learning. □ Sustains a culture that embraces a wide range of learning technologies and productivity tools that are effectively embedded in student and adult learning outcomes. □ Expects networking through digital environments to enhance relationships, social learning skills, knowledge and opportunities to include diverse perspectives in collaborative work products within the school, district, state and globally.

PERFORMANCE STRAND 4: TRANSFORMING TEACHING AND LEARNING

4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Shares the state mandated curriculum standards and explains the process for participating in district training for implementing these standards. □ Expects teachers to align learning objectives, teaching practices, learning experiences and student assessments with the outcomes in the state mandated curriculum standards. □ Rarely, if ever, monitors whether the intended curriculum is the one that is actually being taught. □ Analyzes assessment results as required by the district to determine where students have been more and less successful in achieving the desired outcomes. Gives this information to teachers for their use in adjusting teaching practices. 	<ul style="list-style-type: none"> □ Begins to model and encourage teachers to use developmentally appropriate common language to guide the implementation of the state mandated curriculum standards. □ Encourages and provides limited supports for teacher alignment of learning objectives, teaching practices, learning experiences and student assessments with the outcomes in the state mandated curriculum standards. □ Reminds teachers to make sure that the intended curriculum is the one that is actually being taught. □ Analyzes assessment results to determine where students have been more successful and less successful than the desired outcomes. Shares this information with teachers and discusses how it should be used in adjusting teaching practices. 	<ul style="list-style-type: none"> □ Supports implementation of the state mandated curriculum standards by providing opportunities for teachers to collectively make meaning of their impact on teaching and learning practices. □ Works collaboratively with teachers to ensure that alignment of the learning objectives, teaching practices, learning experiences and student assessments is understood and being deployed. □ Expects teachers to teach the aligned curriculum. Begins to distribute leadership for monitoring whether the aligned curriculum is the one that is actually being taught. □ Analyzes assessment results with lead teachers to determine student progress in achieving the desired outcomes. Expects teachers to use this information to adjust teaching practices and plan professional learning experiences. 	<ul style="list-style-type: none"> □ Engages teachers in extending the communication and explanation of the state mandated curriculum standards to parents and other stakeholders. □ Distributes leadership to teacher teams for refining the alignment process with a focus on power standards. These are the standards that matter the most and are vertically aligned to provide the structure for the P-16 curriculum. □ Reinforces constantly that adherence to proper alignment of curriculum and teaching practices is absolutely critical for reaching expected teaching and learning outcomes. □ Expects teachers to collaboratively analyze student performance results, particularly those associated with power standards. Expects teachers to design and deploy job-embedded professional development. 	<ul style="list-style-type: none"> □ Creates stakeholder ownership by sharing the positive effects of the state mandated curriculum standards on student and adult learning performance. □ Monitors through classroom visits, meetings and informal discussions whether all stakeholders have a common understanding of the importance of curriculum alignment and support systems for the state mandated curriculum standards. □ Sustains implementation of an aligned curriculum through collaborative work group structures and distributed leadership. □ Distributes leadership to groups of teachers for continuously monitoring the alignment process and using student assessment results to adjust teaching practices and, where necessary, to plan professional learning.

PERFORMANCE STRAND 5: MANAGING ACCOUNTABILITY SYSTEMS

5.1 Use student performance-based accountability systems for decision-making

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Analyzes required data to identify some targets for reducing achievement gaps. □ Monitors and reports student progress toward reducing achievement gaps as time permits. □ Rarely, if ever, expects students to monitor their own progress. □ Rarely, if ever, holds teachers accountable for student learning. 	<ul style="list-style-type: none"> □ Analyzes required data with select teachers to identify targets for reducing achievement gaps. □ Works with select teachers to monitor and report student progress toward reducing achievement gaps quarterly. □ Begins to understand that it is important for students to monitor their own progress. □ Holds some teachers accountable for student learning. 	<ul style="list-style-type: none"> □ Analyzes required and other student performance data with staff to identify targets for reducing achievement gaps and to decide on areas where student performance needs to be enhanced. □ Works with staff to systematically monitor and report student progress toward reducing achievement gaps and the extent to which student performance is being enhanced. Monitoring includes making decisions about which interventions were more or less successful in improving student performance and adjusting teaching practices. □ Prepares and encourages students to monitor their own progress in some ways. □ Students and parents share accountability with teachers for student learning. 	<ul style="list-style-type: none"> □ Analyzes multiple forms of student and teacher performance data with staff and some key stakeholders to identify targets for improving academic, social and emotional performance of all students. □ Distributes leadership to staff for systematically monitoring and reporting student learning progress and attainment. Engages staff in identifying benchmark schools and comparing their students' performance to the performance of students in the benchmark schools. □ Expects students to monitor their own progress and provides options for exploring peer assessment. □ Students, teachers, parents and some community partners share accountability for student learning. 	<ul style="list-style-type: none"> □ Works with stakeholders to determine where there is a need to <i>raise the bar</i> for student performance or to enrich students' learning experiences. □ Reviews student performance and benchmark results with staff and stakeholders and engages them in planning strategic initiatives to strengthen or enhance student and adult learning. □ Provides structures for students to engage in peer assessment and solicit external feedback. □ Involves all stakeholders as partners in a shared accountability process for learning and performance.

PERFORMANCE STRAND 5: MANAGING ACCOUNTABILITY SYSTEMS

5.2 Use adult performance-based accountability systems for decision-making

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Makes decisions about the quality of teacher performance unilaterally with minimal use of the state mandated teacher evaluation system evidence and input from the teacher. □ Meets with teachers to satisfy minimally the requirements of the state mandated teacher evaluation system. □ Implements school wide professional learning opportunities required by the district. □ Rarely encourages teachers to reflect individually or collectively on their performance. 	<ul style="list-style-type: none"> □ Makes decisions about the quality of teacher performance cooperatively with some use of the state mandated teacher evaluation system evidence and input from the teacher. □ Meets with teachers to satisfy requirements of the state mandated teacher evaluation system. Gives priority consideration to teachers whose performance is in question. □ Works with select teachers to implement the school wide professional learning opportunities required by the district. □ Expects teachers to reflect individually and collectively on the effectiveness of their teaching practices to improve student and adult learning. 	<ul style="list-style-type: none"> □ Makes decisions about the quality of teacher performance collaboratively using the state mandated teacher evaluation system evidence and input from the teacher. The quality of teaching practice tends to be the focus in making the decision. □ Meets regularly with teachers to satisfy requirements of the state mandated teacher evaluation system. Provides the resources and support necessary to improve the performance of all teachers. □ Works with staff to develop a school wide job-embedded professional learning plan to address student and adult learning needs. □ Provides time and professional learning opportunities that enable teachers to reflect individually and collectively on their performance. 	<ul style="list-style-type: none"> □ Makes results-based evidence of student learning a key factor when making decisions about the quality of teacher performance. □ Integrates teacher evaluation with the job-embedded professional learning and school improvement processes to better achieve the goals of the school's strategic initiatives. □ Distributes leadership to staff for developing a school wide job-embedded professional learning plan to address student and adult learning needs. □ Creates a culture where staff view reflection, individual and collective professional learning and the evaluation process as an integrated professional learning system for human resources development. 	<ul style="list-style-type: none"> □ Makes teacher leadership for improving adult and student learning and performance a key factor when making decisions about the quality of teacher performance. □ Distributes leadership for teacher evaluation to staff by enabling them to participate in alternative forms of teacher evaluation such as multi-year evaluation cycles and project-based inquiries. □ Shares rich, data-based vignettes with stakeholders describing how teacher evaluation has strengthened and enhanced student and adult learning with respect to the school's strategic initiatives. □ Engages stakeholders in reviewing and continuously refining the school's integrated professional learning system for human resources development of all staff.

PERFORMANCE STRAND 5: MANAGING ACCOUNTABILITY SYSTEMS

5.3 Acquire, allocate and distribute resources equitably

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> ❑ Allocates people and time using staffing patterns and schedules that are conventional and formula driven. Schedules tend to include standardized time parameters. ❑ Rarely seeks internal or external financial or material resources to support student learning. ❑ Maintains control over the allocation of financial resources ❑ Demonstrates limited knowledge of learning technologies and necessary technology infrastructure to support teaching, learning and administrative systems. 	<ul style="list-style-type: none"> ❑ Gives limited consideration to individual student or adult learning needs when assigning staff or making scheduling decisions. Understands the need for creating schedules that support collaborative planning. ❑ Sometimes seeks additional internal or external financial or material resources to support student learning. ❑ Maintains control over the allocation of financial resources, but consults with select staff on how resources should be allocated. ❑ Sometimes seeks direction from the district or vendors on how to use learning technologies and improve the technology infrastructure. 	<ul style="list-style-type: none"> ❑ Actively gathers staff input and uses student and adult learning needs when working with teacher leaders to develop staffing patterns and to set student and adult schedules that accommodate collaborative planning. ❑ Often acquires both internal and external financial and material resources to better support student and adult learning. ❑ Asks teachers to provide substantial input on how financial resources should be allocated to support student and adult learning needs. ❑ Engages teachers and students in exploring options and setting priorities for the use of learning technologies. Works with the district to obtain the necessary technologies and infrastructure. 	<ul style="list-style-type: none"> ❑ Develops with teachers creative, flexible and equitable staffing patterns and schedules to better support student and adult learning needs. ❑ Regularly acquires both internal and external financial and material resources to better support student and adult learning. ❑ Meets with staff to determine collaboratively how financial resources should be allocated equitably to support student and adult learning needs. ❑ Ensures continuous support for teachers and students to use learning technologies to add value to learning experiences. Focuses on how to lead and manage the environmental and culture changes needed. 	<ul style="list-style-type: none"> ❑ Distributes leadership to teachers for developing student and staff assignments and schedules to equitably support student and adult learning needs. ❑ Acts as an entrepreneur to develop relationships with stakeholders that yield additional financial and material resources and open avenues for receiving resources that were never expected. ❑ Works with staff and other stakeholders to determine collaboratively how school, district, community resources and other external resources should be allocated equitably to support adult and student learning needs. ❑ Gains school wide ownership to maximize the inclusion of learning technologies to transform student and adult learning and performance.

PERFORMANCE STRAND 5: MANAGING ACCOUNTABILITY SYSTEMS

5.4 Embrace implications from emerging knowledge to improve student and adult learning and performance

1. Beginning	2. Emerging	3. Applying	4. Integrating	5. Innovating
<ul style="list-style-type: none"> □ Devotes little or no attention to creating a culture of professional learning and inquiry. □ Does not build capacity for using collaborative action research to apply emerging knowledge to the improvement of educational practice. □ Rarely provides staff with links and access to emerging knowledge for improving educational practice. 	<ul style="list-style-type: none"> □ Devotes some attention to creating a culture of professional learning and inquiry. □ Builds some capacity for using collaborative action research to apply emerging knowledge to the improvement of educational practice. □ Provides staff with some links and access to emerging knowledge for improving educational practice. 	<ul style="list-style-type: none"> □ Creates a culture of professional learning and inquiry. Uses staff norms and clear expectations for sharing and discussing emerging knowledge for improving educational practice. □ Models with staff how to use collaborative action research when applying emerging knowledge to the improvement of educational practice. □ Provides staff with quality links and access to emerging knowledge for improving educational practice. 	<ul style="list-style-type: none"> □ Supports and reinforces a culture of professional learning and inquiry where paradigms and practices are challenged and improved. □ Guides staff in using collaborative action research to apply emerging knowledge to the improvement of educational practice. □ Encourages and provides opportunities for staff to share what they have learned about improving educational practice at school and district meetings as well as at conferences and through online forums. 	<ul style="list-style-type: none"> □ Sustains a culture of professional learning and inquiry where paradigms and practices are challenged and improved. □ Welcomes parent and community partner participation in the collaborative action research process. □ Sustains an open system for the continuous flow and exchange of information that has an impact on improving educational practice.