

Rubrics and Standards for High School Observation and Assessment

1.0 School offers a rich and interesting curriculum full of powerful ideas and experiences that draw upon and contribute to the place in which students live. Content and strategies are rigorous, authentic and expansive, engaging every student in a personalized learning environment at the highest level of his or her capabilities and preparing each child well for college, work and citizenship.

1.1 Curriculum

- 1.1.1** Rigor - The curriculum engages students in investigation, inquiry and problem solving with clear and challenging learning goals.
- 1.1.2** Authenticity - The curriculum engages students in work that address and produces results around important community issues.
- 1.1.3** Equity – The school provides every student the resources and support to achieve at high levels and to develop a sense of personal well-being and ethnic pride.
- 1.1.4** Post-Secondary Connections – The curriculum provides seamless connections to post-secondary entities (i.e., living wage jobs, entrepreneurship, and higher education).

1.2 Instruction

- 1.2.1** Responsive Pedagogy – Teaching strategies engage every student in authentic and expansive ways.
- 1.2.2** Authentic Assessment – Teachers use multiple assessors, venues and data sources to assess learning and improve outcomes.
- 1.2.3** Small Learning Communities – The school provides a setting where every child is known, needed and supported in the teaching-learning exchange.

Compelling Evidence

Evidence

Limited Evidence

Lack of Evidence

(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

Observed Strengths:

Observed Limitations:

Rubrics and Standards for High School Observation and Assessment

2.0 Community Connectedness: The school is situated and structured so it is connected to the community on multiple levels. The school and community actively collaborate to make the local place a good one in which to learn, work, live and play.

2.1 School and Community Connections

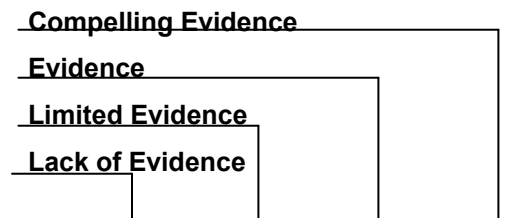
- 2.1.1** Mission and Purpose – The school’s stated mission and purpose clearly connect the school and community, reflecting an expectation of responsiveness to community needs and interests.
- 2.1.2** School and Community Relationship – The school is immersed in local culture while addressing community issues and student achievement goals.
- 2.1.3** Flexible Structure – The school is structured to allow for maximum school and community collaboration in every aspect of schooling.

2.2 Roles and Relationships

- 2.2.1** New Adult Roles – The school supports adults in taking on new roles and leadership positions.
- 2.2.2** Shared Responsibility and Accountability – The school and community hold each other mutually accountable for student outcomes and community well-being.

2.3 Facilities

- 2.3.1** Multiple Uses – School facilities serve multiple purposes across generational groups both during and outside of the “regular” school day.
- 2.3.2** Location – The school’s location facilitates and encourages community connections OR schooling is disperses throughout the community.



	(1)	(2)	(3)	(4)
2.1.1	(1)	(2)	(3)	(4)
2.1.2	(1)	(2)	(3)	(4)
2.1.3	(1)	(2)	(3)	(4)
2.2.1	(1)	(2)	(3)	(4)
2.2.2	(1)	(2)	(3)	(4)
2.3.1	(1)	(2)	(3)	(4)
2.3.2	(1)	(2)	(3)	(4)

Observed Strengths:

Observed Limitations:

Rubrics and Standards for High School Observation and Assessment

3.0 Democratic Practice: Schools mirror the democratic values they seek to instill. All stakeholders' voices are heard, validated and honored in the decision-making processes affecting them.

3.1 Decision-Making

3.1.1 Participation – Parents, youth and community members are visible and respected in the decision-making process (particularly in the areas of curriculum and instruction, staffing and staff evaluations, finance, discipline and policy-making).

3.1.2 Outreach – The school actively reaches out to include traditionally non-participating stakeholders in the decision-making process.

3.2 Shared Leadership

3.2.1 Non-school Personnel – Parents and community members are visible in positions of responsibility, leadership and authority within the school.

3.2.2 School Personnel – Teachers and other school personnel take on substantive leadership roles outside of their primary assignments.

3.2.3 Support for New Leaders – The school nurtures students, parents, teachers and community members in new leadership roles.

3.3 Student Voice

3.3.1 Curriculum – Students have a voice in individual and collective curricular matters.

3.3.2 Co-Curriculum – Students are encouraged and supported to develop and participate in co-curricular activities.

Compelling Evidence

Evidence

Limited Evidence

Lack of Evidence

	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)

Observed Strengths:

Observed Limitations:

Rubrics and Standards for High School Observation and Assessment

4.0 Supporting Structures: School policies, calendars and resources are arranged to maximize community involvement, ensure student academic success, and provide teachers the means to succeed.

4.1 Policy and Practice

4.1.1 Student Learning and Community Connections - Written policies and everyday practices encourage and support student learning and connections to the community.

4.1.2 Diverse Stakeholders – School policies and practices contribute to and support the involvement of diverse stakeholders in the school’s affairs.

4.1.3 Staff – School policies and practices support staff in their work with students in the community.

4.2 Resources

4.2.1 Financial – The school’s budget is adequate for meeting its stated objectives and to support an expansive and engaging curriculum

4.2.2 Human – The school has adequate human resources to meet high academic and non-academic goals.

4.3 Student Support

4.3.1 Comprehensive System – Students have access to a comprehensive school and community support system to address students’ personal needs.

4.3.2 Flexible Scheduling – The school’s schedule is flexible enough to allow for extended and personalized learning.

4.3.3 Success in School – Support systems are adequate to ensure lower than district, state, and national average dropout rates across student sub-groups.

Compelling Evidence

Evidence

Limited Evidence

Lack of Evidence

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

Observed Strengths:

Observed Limitations:

Rubrics and Standards for High School Observation and Assessment

5.0 Staffing: School staffing resources are adequate; staff is competent, caring and aligned to meet stated goals.

5.1 Adequacy

5.1.1 Adequacy – The school is staffed at a level sufficient to meet stated goals.

5.1.2 Alignment – Staff resources are aligned with stated goals.

5.2 Quality

5.2.1 Content Knowledge – Teachers demonstrate strong content knowledge in the subjects they teach.

5.2.2 Knowledge of the Child – Teachers and other staff members demonstrate a working knowledge of the developmental stages of children and youth.

5.2.3 Student Outcomes – Both certified and non-certified staffs make observable positive contributions to student outcomes.

	Compelling Evidence			
	Evidence			
	Limited Evidence			
	Lack of Evidence			
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)

Observed Strengths:

Observed Limitations:

Rubrics and Standards for High School Observation and Assessment

6.0 Facilities: Facilities are clean, safe, orderly and well-equipped to support rigorous academic goals, co-curricular activities and community connections.

6.1 Space

6.1.1 Teaching and Learning – The facility has adequate space conducive for teaching and learning and for support of selected strategies and innovations.

6.1.2 Community Connections – Facilities are adequate and conducive for multiple uses outside the “regular” instructional program and across generations.

6.2 Buildings and Grounds

6.2.1 Safety – Buildings and grounds are maintained in such a way that users are not put at risk of harm or disease.

6.2.2 Orderliness – Buildings and grounds are clean and attractive, evoking pride in students, staff and the community.

6.3 Technology

6.3.1 Access – Students and teachers have routine access to computers and the Internet for instructional, research and communication purposes.

6.3.2 Distance Learning – Students and staff have access to I-TV or other distance learning technologies for teaching, learning, and professional development.

Evidence

Limited Evidence

Lack of Evidence

(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

Observed Strengths:

Observed Limitations:

Compelling Evidence

Rubrics and Standards for High School Observation and Assessment

7.0 Leadership: School leaders provide competent and knowledgeable management that supports teaching and learning at high levels and encourages community connections.

7.1 Student Achievement

7.1.1 Instructional Leadership – The building principal provides an atmosphere of high expectations for meeting and exceeding state standards.

7.1.2 Use of Data – School leaders use and assist teachers in using pertinent data to improve practice and outcomes.

7.2 Systems Management

7.2.1 Financial – The school leader seeks out and aligns financial resources to support stated goals.

7.2.2 Personnel – The school leader involves staff in a participatory approach resulting in the recruitment and retention of a highly qualified staff.

7.2.3 Time – The school leader ensures efficient use of time to accomplish stated goals.

7.2.4 Change – The school leader effectively engages staff and the community in results-oriented change processes.

7.3 Teacher Development

7.3.1 New Teacher Support – There is an effective support and mentoring system to help new teachers remain and succeed in the profession.

7.3.2 Continuing Teacher Support – School leaders encourage and reward good teaching.

7.3.3 Professional Development – Professional development opportunities enable teachers and paraprofessionals to succeed as professionals.

7.4 Community Connections

7.4.1 Connection to Leaders – The school leader is adept at identifying and working with formal and non-formal leaders in the community.

7.4.2 Diverse Stakeholder Groups – The school leader moves comfortably and respectfully among diverse stakeholder groups and involves them in every aspect of schooling.

	Compelling Evidence			
	Evidence			
	Limited Evidence			
	Lack of Evidence			
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)

7.5 School Climate

7.5.1 Interpersonal Relationships – Every student and staff member is valued.

7.5.2 Small Size – The school leader uses the advantages of small size to accomplish high goals.

7.5.3 Discipline – Disciplinary problems are minimal and are handled in ways that do not disrupt teaching and learning.

	Compelling Evidence			
	Evidence			
	Limited Evidence			
	Lack of Evidence			
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)
	(1)	(2)	(3)	(4)

Observed Strengths:

Observed Limitations: