

Kentucky Department of Education

KDE Program Review Guide for Writing

June 2011

WRITING: CURRICULUM AND INSTRUCTION

Demonstrator 1. Student Access <i>All students should have equitable access to high quality curriculum and instruction.</i>						
Sample evidence School writing policy/plan* Student journals/learning logs* Curriculum documents with student samples of integrated literacy instruction across content areas						
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)			Distinguished (X 3/bullet)	
a) Some students do not have access to comprehensive writing instruction, or writing instruction is limited in scope and/or quality for all students. b) Literacy learning opportunities are limited or inconsistent.		a) All students have access to comprehensive writing instruction. b) Students engage in daily literacy learning opportunities across content areas.			a) All students have access to high quality comprehensive writing instruction. b) Students engage in daily literacy learning opportunities to explore ideas and plan for products across content areas.	
Points						
Rationale, including a detailed list of evidence supporting judgments						
Recommendations for improvement:						

Demonstrator 2. Aligned and Rigorous Curriculum <i>An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.</i>		
Sample evidence Curriculum documents* School writing policy and/or plan* Student communication portfolio meeting characteristic* Curriculum planning documents, with student samples, that demonstrate students critical thinking, problem-solving* Student generated podcasts, videos, Media presentations, documentaries, oral histories		
Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
<ul style="list-style-type: none"> a) Curriculum is not aligned vertically and horizontally to the Kentucky Core Academic Standards. b) Curriculum neglects the strands of literacy (reading, writing, speaking, listening, and language use) to explicitly instruct and develop communication skills. c) Curriculum does not take into account the use of a variety of technologies. d) Curriculum provides inconsistent opportunities for students to utilize technology to communicate with appropriate audiences. e) Curriculum does not integrate building a communications portfolio that demonstrates student interest or the development of writing and communication skills across the content areas and over time. 	<ul style="list-style-type: none"> a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards. b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills. c) Curriculum demands competent use of a variety of technologies. d) Curriculum provides opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences. e) Curriculum integrates building a communications portfolio that demonstrates student interest, and the development of writing and communication skills across the content areas and over time. 	<ul style="list-style-type: none"> a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards with an accountable monitoring system to ensure effective implementation. b) Curriculum intentionally integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills, including direct instruction on effective student use of strategies to support learning. c) Curriculum incorporates flexible choice of technologies teachers will use with students during instruction. d) Curriculum provides a variety of innovative opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences. e) Curriculum integrates cross-disciplinary and ongoing building of a communications portfolio that demonstrates student interest, and the development of writing and communication skills across the content areas and over time.

Curriculum and Instruction

f) Curriculum does not intentionally integrate student use of critical thinking or problem solving.	f) Curriculum provides opportunities for students to practice 21 st century critical thinking, problem solving, and communication skills.	f) Curriculum provides real-world opportunities for students to practice 21 st century critical thinking, problem solving and communication skills.		
Points				
Rationale, including a detailed list of evidence supporting judgments				
Recommendations for improvement:				

Demonstrator 3. Instructional Strategies <i>All teachers should implement instructional strategies that provide quality, variety, and access for all students.</i>		
Sample evidence Student journals/writer’s notebooks;*Video clips of classroom practice Student products that reflect choice and appropriate use of technology for communicating ideas* School web pages or publications where students have opportunities to publish communication products* Student products from clubs (journalism), writing and speech contests, publications* Master schedule of courses, events, avenues for advanced learning opportunities and interventions*Recordings of student presentations or student-led events		
Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
a) Teachers provide little direct instruction that demonstrates specific learning objectives.	a) Teachers provide direct instruction and models that demonstrates specific learning objectives.	a) Teachers, students, and others provide direct instruction, models, demonstrations, and Think Alouds that demonstrate specific learning objectives and provide time for students to apply this learning.
b) Students research only information around a topic chosen by the teacher or research opportunities are limited.	b) Students research information around a topic of personal interest.	b) Students research information to seek a new or deeper understanding around a topic of personal interest and demonstrate new understanding through products.
c) Students are assigned technological tools, resources, and applications to use or use of tools is limited.	c) Students identify and use the technological tools, resources, and applications necessary to attain the communication goals.	c) Students identify and use technological tools, resources, and applications specifically suited for targeted communication goals.
d) Students do not integrate what is learned when using technology with what they learn offline.	d) Students integrate what is learned when using technology with what they learn offline.	d) Students integrate what is learned when using the technology with what they learn offline, in ways that enhance their understanding and capacity to communicate effectively.
e) Technology is not systematically used by students to develop their reading, writing, speaking, listening and language use.	e) Students utilize technology to develop their reading, writing, speaking, listening and language use.	e) Students effectively seek out and use technology to develop and enhance their reading, writing, speaking, listening and language products.
f) Students attempt to communicate using inappropriate audience, form, purpose, and/or discipline.	f) Students communicate using an appropriate audience, form, and purpose.	f) Students’ use of communication strategies demonstrate a deep understanding of unique audiences, forms, and purposes.
g) Students are not given the opportunity to engage in collaborative conversations during the writing process.	g) Students engage in discussion with self, teacher, and peers to inform the writing process.	g) Students engage in discussion with self/teacher/peers to share progress, ask questions, arrive at answers and refine products.

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<p>h) Students receive unstructured whole-class writing instruction, or writing instruction is limited or of poor quality.</p> <p>i) The school provides only traditional means by which students can publish/share their work.</p> <p>j) The school has not implemented a system of interventions to meet individual student needs in developing writing or communication skills.</p> <p>k) The school does not offer advanced (or accelerated) learning or enrichment opportunities.</p>	<p>h) Students receive deliberate whole-class writing instruction based on determined need</p> <p>i) The school provides access to a limited means by which students can publish/share their work.</p> <p>j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills.</p> <p>k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication.</p>	<p>h) Students collaborate with teachers/peers in small group, needs-based writing instruction as determined by formative assessment, in addition to whole-class writing instruction.</p> <p>i) The school provides access to a variety of means by which students can publish/share their work (print and virtual).</p> <p>j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills, using formative and summative assessment to evaluate impact.</p> <p>k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication, with access and mentoring for all students. .</p>					
<p>Points</p>							
<p>Rationale, including a detailed list of evidence supporting judgments</p>							
<p>Recommendations for improvement:</p>							

Demonstrator 4. Student Performance							
<i>When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.</i>							
Sample evidence							
Student writing and communication products appropriate for content areas* Student developed models*Unit/planning documents that reflect characteristics*Digital media that reflects collaboration of students in problem-solving and generating products*Student products that reflect characteristics							
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)			Distinguished (X 3/bullet)		
a) Student communications structures demonstrate no specific understanding of disciplines and purposes. b) Students attempt to build on ideas but are inarticulate in their attempts. c) Students rarely learn and work together to problem-solve and generate products. d) Students disregard works of quality and substance as models to inform their work.		a) Students craft a communications structure distinctive to a specific discipline and purpose. b) Students build on ideas and articulate their own ideas as part of the writing process. c) Students learn and work together with teachers, peers, and others to problem-solve. d) Students reference works of quality and substance as models.			a) Students write as content experts and craft a communications structure distinctive to a specific discipline and purpose. b) Students build on ideas and articulate their own ideas, with depth and complexity as part of the writing process. c) Students learn and work together with teachers, peers, and others to problem-solve and generate products. d) Students create works of quality and substance that are used as models to inform others' work.		
Points							
Rationale, including a detailed list of evidence supporting judgments							
Recommendations for improvement:							

WRITING: FORMATIVE AND SUMMATIVE ASSESSMENT

Demonstrator 1. Variety of Assessment <i>Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.</i>						
Sample evidence Unit plans/planning documents that show alignment of assessments and instruction to standards* Unit plans/planning documents that reflect integration of formative and summative assessment practices*Professional learning community/meeting notes and documents developed that reflect collaborative efforts in designing assessments that meet characteristics						
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)		Distinguished (X 3/bullet)		
a) Select teachers deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives. b) Teachers do not engage in a systematic school-wide collaborative approach to develop or align writing and communication assessments across grade levels and content areas. c) Select teachers meet to review writing and communication assessments for alignment with standards and other teachers comply with the alignment. d) Teachers do not embed informal writing and communication skills to formatively assess content area learning across the curriculum. e) Teachers are beginning to use writing and communication skills to formatively assess content area learning across the curriculum.	a) Teachers participate in deconstruction of standards to determine specific learning objectives and align both instruction and assessments with those objectives. b) Teachers collaborate to develop and /or align writing and communication assessments across grade levels and content areas. c) Teachers collaborate to review writing and communication assessments for alignment with standards. d) Teachers embed informal writing and communication skills to formatively assess content area learning across the curriculum. e) Teachers formatively assess student’s writing processes as well as products.	a) Teachers deconstruct standards to determine specific learning objectives and align both multi-dimensional instruction and assessments with those objectives. b) Teachers collaborate to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time. c) Teachers collaborate to review writing and communication assessments for alignment with standards and quality of task. d) Teachers embed informal writing and communication opportunities to formatively assess content area learning and provide opportunities for student reflection on their content learning. e) Teachers formatively assess student’s writing processes as well as products and use that information to inform coaching and instructional decisions.				
Points						

Formative and Summative Assessment

Rationale, including a detailed list of evidence supporting judgments	
Recommendations for improvement:	

Demonstrator 2. Expectations for Student Learning <i>Teachers should have common and high standards for student learning in the content area.</i>							
Sample evidence Student assessment results that reflect students’ reflection on learning*Students’ goal-setting samples*Lesson plans that describe strategies for involving students in identifying learning strengths and needs and goals for learning*Teachers’ reflections on student assessment data*Samples of co-developed scoring guides/rubrics							
Need Improvement (X 1/bullet)		Proficient (X 2/bullet)			Distinguished (X 3/bullet)		
a) Students are unaware of the expectations for the work. b) Teachers and students collaborate to set writing and communication goals that are not standards-based or well-informed. c) Teachers and students are beginning to engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals. d) Teachers and students use only external scoring guides and rubrics to assess writing and communication.		a) Students are aware of the expectations for their work and receive and provide feedback. b) Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments. c) Teachers and students engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals. d) Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.			a) Students are aware of expectations for their work and receive/ provide feedback using language specific to stated expectations. b) Students set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence. c) Teachers and students engage in ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communications goals. d) Students develop models as exemplars, scoring guides and rubrics to assess writing and communication.		
Points							
Rationale, including a detailed list of evidence supporting judgments							
Recommendations for improvement:							

<p>Demonstrator 3. Response to Assessment <i>Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.</i></p>							
<p>Sample evidence Professional learning community/team meeting notes/documents that reflect discussions and work around formative/summative assessment, including identification of next steps in instruction*Unit/lesson plans that reflect instructional decisions based on formative assessment results*Student work samples that include teacher and peer feedback and reflection*Students communications portfolio that includes process of feedback, revision before final products are produced.</p>							
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)			Distinguished (X 3/bullet)		
a) Teacher engagement in professional dialogue about writing and communications assessments across disciplines is in its early stages. b) Teachers are in the developing stages of designing a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards. c) Teachers provide feedback on students' communication products as part of an ineffective feedback process. d) Teachers provide unsupported opportunities for students to revise summative products.		a) Teachers across the curriculum engage in professional dialogue about writing and communications assessments across disciplines. b) Teachers develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards. c) Teachers and peers provide feedback on students' writing and communication products as part of a constructive feedback process. d) Teachers provide opportunities for students to revise and apply new learning before summative products are assessed.			a) Teachers plan for writing and communications assessments across disciplines, and use instructional evidence to inform ongoing professional learning efforts. b) Teachers implement a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards, and respond to evidence through revised instruction. c) Teachers, peers, and others provide specific feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications. d) Instruction regularly includes ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.		
Points							
Rationale, including a detailed list of evidence supporting judgments							

Formative and Summative Assessment

Recommendations for improvement:	
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WRITING: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES

<p>Demonstrator 1. Planning <i>Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.</i></p>							
<p>Sample evidence Professional development action plan aligned with school vision for literacy*Documentation of communication of the professional development action plan (e.g., emails, staff meeting agendas, PLC notes)</p>							
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)			Distinguished (X 3/bullet)		
<p>a) The professional development action plan does not support the school’s writing vision for literacy (reading, writing, speaking, listening and language).</p> <p>b) The professional develop action plan is not designed to meet the needs of the school and the criteria of the district, or the long-term vision for the school’s writing and communications program.</p> <p>c) The professional development action plan is not communicated to all invested stakeholders.</p>		<p>a) The professional development action plan supports the school’s vision for literacy (reading, writing, speaking, listening and language).</p> <p>b) The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school’s writing and communications program.</p> <p>c) The professional development action plan is communicated to all invested stakeholders.</p>			<p>a) The professional development action plan supports the school’s vision for literacy (reading, writing, speaking, listening and language) and is revisited throughout the year to assess implementation progress and fidelity.</p> <p>b) The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school’s writing and communications program. Results of the professional development action plan are formatively assessed, examining resulting improvements in classroom practice.</p> <p>c) The professional development action plan is co-constructed with all invested stakeholders.</p>		
Points							
Rationale, including a detailed list of evidence supporting judgments							
Recommendations for improvement:							

<p>Demonstrator 2. Participation <i>Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.</i></p>						
<p>Sample evidence Relative Professional Growth Plans*Relative Professional Learning Community (PLC) notes/documents that demonstrate professional learning targeted to improved writing/communication instruction and/or 21st century skills*Relative professional development agendas/notes*School writing policy or plan that communicates participation of all teachers in the writing program*Curriculum documents that reflect a school wide emphasis on writing/communication*Book study notes*Action research notes/outcomes</p>						
<p>Needs Improvement (X 1/bullet)</p>		<p>Proficient (X 2/bullet)</p>		<p>Distinguished (X 3/bullet)</p>		
<p>a) Teachers receive limited professional development opportunities to develop understandings of students learning in writing and communication skills.</p> <p>b) Teachers are not participants in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.</p> <p>c) Teachers are not participants in a systematic school-wide writing and communications initiative.</p> <p>d) Teachers engage in no professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills.</p>		<p>a) Teachers engage in sufficient training and support to maintain current understandings of student learning in writing and communication skills.</p> <p>b) Teachers engage in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.</p> <p>c) Teachers are participants in a systematic school-wide writing and communications initiative.</p> <p>d) Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills.</p>		<p>a) Teachers engage in both internal and external support for job-embedded, ongoing professional learning to enhance student learning in writing and communication skills, continuously updated to address emerging knowledge and application.</p> <p>b) Teachers engage in and facilitate professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.</p> <p>c) Teachers are engaged in a systematic and long-term school-wide writing and communications initiative that is research-based, and apply new understandings in their ongoing instruction.</p> <p>d) Teachers engage in and facilitate professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills.</p>		
<p>Points</p>						
<p>Rationale, including a detailed list of evidence supporting judgments</p>						

Recommendations for improvement:	
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<p>Demonstrator 3. Teacher Leadership <i>Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.</i></p>		
<p>Sample evidence Documentation of professional learning opportunities facilitated by teacher/teacher leaders*Professional Learning Community notes or developed documents/outcomes*Professional development action plan with record of implementation*Documentation of professional development opportunities that support instructional practices regarding writing and communication skills*Teacher leader planning notes for mentoring, coaching, modeling, facilitating presentations.</p>		
Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
<p>a) Leadership is neither shared nor distributive, nor does it specifically address a systematic approach to supporting writing and communications development.</p> <p>b) Writing and communication goals are not developed, or if developed, are non-specific, or rarely addressed.</p> <p>c) Teacher leaders are not utilized within the school to support the professional development action plan or the writing program.</p> <p>d) Leadership and teacher leaders do not engage in collaborative decision-making regarding the writing program or the professional develop action plan.</p> <p>e) Schools rarely utilize internal or external experts and/or resources to support the professional development action plan.</p>	<p>a) Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) are selected to represent an intentional distributed leadership, representing all disciplines and support staff development in teaching writing and communication skills.</p> <p>b) Teacher leaders develop school-wide writing and communication goals and annually revisit those goals.</p> <p>c) Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills.</p> <p>d) Teacher leaders are engaged in collaborative decision-making, and follow up on leadership decisions to support teacher writing and communications instruction.</p> <p>e) Teacher leaders utilize outside experts and resources as appropriate to support the professional development action plan.</p>	<p>a) Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) represent an intentional distributed leadership, representing all disciplines, and take initiative to build the skills and practice of colleagues through job-embedded peer coaching while addressing the learning needs of staff.</p> <p>b) Teacher leaders work with staff to develop school-wide writing and communication goals and revisit those goals on an ongoing basis, both formally and informally.</p> <p>c) Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills, as identified from formative and summative assessments.</p> <p>d) Teacher leaders collectively gather data, make decisions, and follow up to support ongoing progress in goals-driven writing and communications initiatives.</p> <p>e) Teacher leaders collaborate with internal and external experts to share expertise related to writing and communications.</p>

Professional Development and Support Services

Points							
Rationale, including a detailed list of evidence supporting judgments							
Recommendations for improvement:							

WRITING: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

Demonstrator 1. Shared Vision <i>School Councils and administrators have developed a shared vision for insuring quality Writing instructional programs.</i>		
Sample evidence Program expectations within the writing policy, writing plan, and/or professional development action plan*School's vision/mission regarding the writing program with record of staff involvement*School publications, blogs, bulletin boards that include student and staff participation in communication*Induction process and documentation of new staff acclimation to their role in the writing program*Documentation of events, opportunities, displays that represent a culture of critical thinking, problem solving, and communicating.		
Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
<ul style="list-style-type: none"> a) School leadership (e.g., principal, assistant principal, curriculum coordinators) does not communicate expectations with staff for implementing the school writing and communication program, or expectations are unclear or without rigor. b) School leadership does not support teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language), or support efforts are misaligned and/or insufficient. c) School leadership does not promote a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators. d) School leadership does not promote a culture where staff, teachers and students alike participate in writing and communicating in the school community. 	<ul style="list-style-type: none"> a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program. b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language). c) School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators. d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community. 	<ul style="list-style-type: none"> a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program by showcasing both internal and external examples of exemplary teacher implementation. b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language) and engaging in professional dialogue around this vision during informal and formal interactions. c) School leadership promotes a community-wide culture (including all stakeholders) that fosters student success as critical thinkers, problem solvers and effective communicators. d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the community, and holds all stakeholders accountable for active participation in that community.

Administrative/Leadership Support and Monitoring

e) School leadership does not support staff new to the school in implementing the school's writing and communication program.	e) School leadership supports staff new to the school in implementing the school's writing and communication program.	e) School leadership utilizes teacher leaders to support staff new to the school in implementing the school's writing and communication program, through ongoing peer mentoring for professional learning.		
Points				
Rationale, including a detailed list of evidence supporting judgments				
Recommendations for improvement:				

Demonstrator 2. Time and Resources <i>School leadership will provide adequate resources, facilities, space and instructional time to support high quality writing instructional programs.</i>						
Sample evidence Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic						
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)		Distinguished (X 3/bullet)		
a) Time and resources allocated to implementation of the professional development action plan is limited or inequitable. b) The SBDM council is made aware of the staffing allocation decisions for supporting the school's program. c) The SBDM council is made aware of the availability of resources for supporting the school's program. d) The SBDM council is made aware of the use of instructional time for supporting the school's program.		a) The principal allocates equitable time and resources to implement the professional development action plan. b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school's program. c) The SBDM council monitors availability of resources for supporting the school's program. d) The SBDM council monitors the use of instructional time for supporting the school's program.		a) The principal, utilizing input from teacher leaders, allocates equitable time and resources needed to implement the professional development action plan. b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school's program and makes informed allocation recommendations. c) The SBDM council monitors availability of resources for supporting the school's program and makes informed recommendations about adding to or removing from that list of resources. d) The SBDM council monitors the use of instructional time for supporting the school's program and offers recommendations to efficiently and resourcefully use that time.		
Points						
Rationale, including a detailed list of evidence supporting judgments						
Recommendations for improvement:						

<p>Demonstrator 3. Policies and Monitoring <i>The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school's writing instructional program.</i></p>						
<p>Sample evidence Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic*Revised writing policy</p>						
<p>Needs Improvement (X 1/bullet)</p>		<p>Proficient (X 2/bullet)</p>		<p>Distinguished (X 3/bullet)</p>		
<p>a) The SBDM council collects data regarding the implementation of the school's writing and communications program.</p>		<p>a) The SBDM council analyzes data regarding the implementation of the school's writing and communications program and facilitates improvements to the program and/or policies based on data analysis.</p>		<p>a) The SBDM council analyzes data and evaluates progress regarding the implementation of the school's writing and communications program and facilitates improvements to the program, policies and/or instructional practice .</p>		
<p>Points</p>						
<p>Rationale, including a detailed list of evidence supporting judgments</p>						
<p>Recommendations for improvement:</p>						

<p>Demonstrator 4. Principal Leadership <i>Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.</i></p>							
<p>Sample evidence Principal communications with staff*Professional Learning Community (PLC) or staff meeting notes/minutes that document principal’s leadership regarding the writing program* PLC/meeting notes or outcomes that demonstrate collaborative evaluation of the writing program*Revised professional development action plan</p>							
<p>Needs Improvement (X 1/bullet)</p>		<p>Proficient (X 2/bullet)</p>			<p>Distinguished (X 3/bullet)</p>		
<p>a) The principal individually evaluates and reflects on the impact of the writing and communication instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.</p> <p>b) The principal does not initiate professional learning among staff through collaboration and self-reflection.</p> <p>c) The principal does not participate fully in professional learning regarding the school’s writing and communication program.</p>		<p>a) The principal and staff collaboratively evaluate and reflect on the impact of the writing and communication instructional practices of the school to inform the professional development action plan.</p> <p>b) The principal initiates professional learning among staff through collaboration and self-reflection.</p> <p>c) The principal participates fully in professional learning regarding the school’s writing and communication program.</p>			<p>a) The principal enlists teacher leaders to collaborate, evaluate and reflect with staff on the impact of the writing and communication instructional practices of the school to inform instructional decisions and the professional development action plan.</p> <p>b) The principal models professional learning among staff through collaboration and shared self-reflection.</p> <p>c) The principal participates fully in and facilitates professional learning, including professional learning community activities, regarding the school’s writing and communication program.</p>		
<p>Points</p>							
<p>Rationale, including a detailed list of evidence supporting judgments</p>							
<p>Recommendations for improvement:</p>							