



Effective SCHOOLS FRAMEWORK

BIG ROCK ONE: Non-Negotiable School & Classroom Systems

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a SCHOOL-WIDE SYSTEMS, CREATION	Using school data from a VARIETY of sources, input from key personnel, AND researched best practices from high performing schools; leader creates five to 10 high impact school-wide systems (with step by step procedures) to ensure ALL students are safe and maximize his/her time learning.	Using school data from a FEW sources, input from key personnel, OR researched best practices from high performing schools; leader creates five to 10 high impact school-wide systems (with step by step procedures) to ensure SOME students are safe and maximize his/her time learning.	Leader DOES NOT create high impact school-wide systems (with step by step procedures) to ensure students are safe and maximize his/her time learning.
b CLASSROOM SYSTEMS, CREATION	Using school data from a VARIETY of sources, input from key personnel, AND researched best practices from high performing schools; leader creates five to 10 high impact classroom systems (with step by step procedures) that establish a strong foundation of culture and academic performance for ALL students.	Using school data from a FEW sources, input from key personnel, OR researched best practices from high performing schools; leader creates five to 10 high impact classroom systems (with step by step procedures) that establish a strong foundation of culture and academic performance for SOME students.	Leader DOES NOT create high impact classroom systems (with step by step procedures) that establish a strong foundation of culture and academic performance.
c SCHOOL & CLASSROOM SYSTEMS, TRAINING	A rubric is created for school-wide AND classroom specific systems and used to train ALL staff. Leader ensures staff is aware of BOTH the HOW and WHY of the systems, CLEARLY connected to the school's mission in big rock one of the <i>BRES Effective Leader Framework</i> .	A rubric is created for EITHER school-wide OR classroom specific systems and used to train instructional staff. Leader ensures staff is aware of EITHER the HOW or WHY of the systems, SOMEWHAT connected to the school's mission in big rock one of the <i>BRES Effective Leader Framework</i> .	NO rubric is created for school-wide AND classroom specific systems and staff not trained prior to the school year. Staff NOT clear on the HOW and WHY and connection to the school's mission NOT CLEAR.



Effective **SCHOOLS FRAMEWORK**

BIG ROCK ONE: Non-Negotiable School & Classroom Systems (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d SCHOOL & CLASSROOM SYSTEMS, ONGOING SUPPORT	An observation and feedback form and schedule created to ensure WEEKLY feedback and support given to teachers and staff throughout the school year.	An observation and feedback form and schedule created to ensure MONTHLY feedback and support given to teachers and staff throughout the school year.	An observation and feedback form and schedule created and feedback and support is SPORADICALLY given to teachers and staff throughout the school year.
e SCHOOL & CLASSROOM SYSTEMS, EVALUATION	A data tracking system is created and used to assess whole school performance on the systems and data compiled from weekly observations. School leadership team meets WEEKLY to look at the data and EITHER makes revisions to the rubric AND/OR plans additional professional development.	A data tracking system is created and used to assess whole school performance on the systems and data compiled from weekly observations. School leadership team meets MONTHLY to look at the data, but DOES NOT make revisions to the rubric AND/OR plan and no professional development occurs.	NO data tracking system is created and used to assess whole school performance on the systems and data compiled from weekly observations. School leadership team DOES NOT meet to look at the data and make revisions to the rubric and plan additional professional development.



Effective SCHOOLS FRAMEWORK

BIG ROCK TWO: Instructional System (Curriculum + Assessment)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a STANDARDS	<p>Ensures ALL teachers map and calendar standards FROM THE END OF THE YEAR TO THE BEGINNING and align ALL to the external assessment. Skills and standards meet BOTH of the following criteria:</p> <ul style="list-style-type: none"> → alignment to the external assessment → rigorous and prioritized as "power standards." 	<p>Ensures SOME teachers map and calendar standards AS THE YEAR PROGRESSES and align MOST to the external assessment. Skills and standards meet ONE of the following criteria:</p> <ul style="list-style-type: none"> → alignment to the external assessment → rigorous and prioritized as "power standards." 	<p>FEW or NO teachers map and calendar standards and they are NOT aligned to the external assessment. Skills and standards meet NONE of the following criteria:</p> <ul style="list-style-type: none"> → alignment to the external assessment → rigorous and thus there is no prioritization of "power standards."
b CURRICULUM	<p>ALL teachers have a RIGOROUS curriculum and supporting materials in addition to training on NOT ONLY effective implementation, BUT ALSO how to align it to the standards and external assessment.</p>	<p>SOME teachers have a curriculum and supporting materials in addition to training on EITHER effective implementation, OR how to align it to the standards and external assessment.</p>	<p>FEW or NO teachers have a rigorous curriculum and supporting materials. NO training occurs for EITHER effective implementation, OR how to align it to the standards and external assessment.</p>
c ASSESSMENT, CREATION & ADMINISTRATION	<p>Ensures ALL teachers create common, rigorous interim, unit and summative assessments aligned to the standards and external assessment WELL IN ADVANCE of the current unit and lesson plans. ALL assessments administered within the same time frame allowing for content or grade level analysis.</p>	<p>Ensures SOME teachers create common, rigorous interim, unit and summative assessments aligned to the standards and external assessment JUST PRIOR to unit and lesson plan delivery. SOME assessments administered within the same time frame allowing for content or grade level analysis.</p>	<p>FEW or NO teachers create common, rigorous interim, unit and summative assessments aligned to the standards and external assessment for unit and lesson plan delivery. FEW or NO assessments administered within the same time frame not allowing for content or grade level analysis.</p>



Effective SCHOOLS FRAMEWORK

BIG ROCK TWO: Instructional System (Curriculum + Assessment) (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d ASSESSMENT, ANALYSIS & RE-TEACHING	<p>Establishes a school-wide protocol and schedule for data analysis meetings, PRIOR to the start of the school year. In data meetings, teachers share best practices WITHOUT BLAME when brainstorming causes and solutions to student miscomprehension to be used to effectively re-teach ALL students not reaching proficiency.</p>	<p>Establishes a school-wide protocol and schedule for data analysis meetings, AS THE SCHOOL YEAR UNFOLDS. In data meetings, teachers share best practices, SOMETIMES EXTERNALIZE when brainstorming causes and solutions to student miscomprehension to be used to effectively re-teach SOME students not reaching proficiency.</p>	<p>DOES NOT establish a school-wide protocol and schedule for data analysis meetings. In data meetings, teachers share best practices, FREQUENTLY EXTERNALIZE when brainstorming causes and solutions to student miscomprehension to be used to effectively re-teach FEW or NO students not reaching proficiency.</p>
e MOTIVATION & INTERNALIZATION	<p>Publicly AND privately FREQUENTLY celebrates teacher progress toward classroom and individual student goals and ensures teachers see and internalize the connection between a growth mindset, tenacity, and reaching proficiency with his/her class.</p>	<p>Publicly AND/OR privately SOMETIMES celebrates teacher progress toward classroom and individual student goals and SOMETIMES teachers see and internalize the connection between a growth mindset, tenacity, and reaching proficiency with his/her class.</p>	<p>SELDOM or NEVER celebrates teacher progress towards goals and teachers do not see the connection between a growth mindset, tenacity, and reaching proficiency with his/her class.</p>



Effective SCHOOLS FRAMEWORK

BIG ROCK THREE: Observation & Feedback

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a CONTENT	<p>PRIOR to the start of the school year, leader provides initial training on each of the five big rocks of the <i>BRES Effective Teaching Framework</i>.</p>	<p>AS THE SCHOOL YEAR UNFOLDS, leader provides training on each of the five big rocks of the <i>BRES Effective Teaching Framework</i>.</p>	<p>EITHER the school leader DOES NOT provide training on each of the five big rocks of the <i>BRES Effective Teaching Framework</i> OR no teaching framework exists.</p>
b OBSERVATION	<p>ALL instructional staff given WEEKLY observations on the big rocks of the <i>BRES Effective Teaching Framework</i>. Observation times randomized and scheduled IN ADVANCE of the upcoming week.</p>	<p>SOME instructional staff given MONTHLY observations on the big rocks of the <i>BRES Effective Teaching Framework</i>. Observations occur as the WEEK UNFOLDS.</p>	<p>FEW or NO instructional staff given observations on the big rocks of the <i>BRES Effective Teaching Framework</i>.</p>
c FEEDBACK	<p>ALL instructional staff given FACE TO FACE debriefs within 24 hours of an observation. Debrief times scheduled and communicated to instructional staff IN ADVANCE of the upcoming week.</p>	<p>SOME instructional staff given FACE TO FACE debriefs within 24 hours of an observation. Debrief times occur and SOMETIMES communicated to instructional staff as the WEEK UNFOLDS.</p>	<p>FEW or NO instructional staff given debriefs FACE TO FACE within 24 hours of an observation and is SELDOM or NEVER scheduled.</p>



Effective SCHOOLS FRAMEWORK

BIG ROCK THREE: Observation & Feedback (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d PRIORITIZATION & FOLLOW UP	<p>Leader feedback prioritizes ONE or TWO growth areas for improvement and ENSURES it can be implemented in a one week time frame. Leader follows up on growth areas EITHER performing additional mini observations OR rolling them into subsequent observations.</p>	<p>Leader feedback prioritizes THREE or MORE growth areas for improvement and SOMETIMES it can be implemented in a one week time frame. Leader DOES NOT follow up on growth areas and perform additional mini observations or roll them into subsequent observations.</p>	<p>Leader does not prioritize growth areas for improvement.</p>
e DATA	<p>A data tracking system created and used to assess whole staff AND individual teacher performance on the five big rocks of the <i>BRES Effective Teaching Framework</i>. SCHOOL LEADERSHIP TEAM meets WEEKLY to look at the data and plans additional whole staff professional development AND individual teacher observations based on the data.</p>	<p>A data tracking system created and used to assess whole staff OR individual teacher performance on the five big rocks of the <i>BRES Effective Teaching Framework</i>. SCHOOL LEADER looks at the data MONTHLY and plans additional whole staff professional development OR individual teacher observations based on the data.</p>	<p>NO data tracking system created and used to assess whole staff AND individual teacher performance on the five big rocks of the <i>BRES Effective Teaching Framework</i>. Additional whole staff professional development and individual teacher observations DO NOT OCCUR.</p>



Effective SCHOOLS FRAMEWORK

BIG ROCK FOUR: Student Culture

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a CHOICE MANAGEMENT SYSTEM, CREATION	<p>SCHOOL LEADERSHIP TEAM creates a recognition/reward system and system for accountability implemented in ALL classrooms for school consistency with a VERY clear connection to classroom learning goals, procedures and rules. Leader ensures staff is aware of BOTH the HOW and WHY of the school-wide system, CLEARLY connected to the school's mission.</p>	<p>SCHOOL LEADER creates a recognition/reward system and system for accountability implemented in SOME classrooms for school consistency with a SOMEWHAT clear connection to classroom learning goals, procedures and rules. Leader ensures staff is aware of EITHER the HOW or WHY of the school-wide system, SOMEWHAT connected to the school's mission.</p>	<p>NO recognition/reward and system for accountability created and implemented for school consistency with NO clear connection to classroom learning goals, procedures and rules. NO communication of the HOW or WHY of the school-wide system, NOT connected to the school's mission.</p>
b CHOICE MANAGEMENT SYSTEM, TRAINING	<p>PRIOR to the start of the school year, leader provides initial training AND ongoing feedback and support on the school-wide choice management system with multiple opportunities for teachers to practice and receive feedback.</p>	<p>AS THE SCHOOL YEAR UNFOLDS, leader provides initial training on the school-wide choice management system OR ongoing feedback and support with NO opportunities for teachers to practice and receive feedback.</p>	<p>School leader DOES NOT provide training and ongoing support on the choice management system.</p>
c 100%	<p>ALL teachers implement the choice management system and ensure ALL students meet or exceed expectations 100% of the time. Teachers CONSTANTLY communicate expectations to students and hold students accountable for not meeting expectations CONSISTENTLY, RESPECTFULLY and LOGICALLY.</p>	<p>SOME teachers implement the choice management system and SOME students meet or exceed expectations 70-99% of the time. Teachers SOMETIMES communicate expectations to students and hold students accountable for not meeting expectations SPORADICALLY, RESPECTFULLY or LOGICALLY.</p>	<p>FEW or NO teachers implement the choice management system and FEW or NO students meet or exceed expectations less than 70% of the time. Teachers SELDOM or NEVER communicate expectations to students and hold students accountable for not meeting expectations SPORADICALLY, DISRESPECTFULLY and ILLOGICALLY.</p>



Effective SCHOOLS FRAMEWORK

BIG ROCK FOUR: Student Culture (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d INVESTMENT	<p>ALL teachers constantly communicate the WHY behind every action clearly connected to the school's mission.</p> <p>Teacher communicates to students the year-long learning goals and CONSISTENTLY works with students to set individual and classroom goals to invest him/her in the learning.</p>	<p>SOME teachers communicate the WHY behind every action clearly connected to the school's mission.</p> <p>Teacher communicates to students the year-long learning goals and SOMETIMES works with students to set individual and classroom goals to invest him/her in the learning.</p>	<p>FEW or NO teachers communicate the WHY behind every action clearly connected to the school's mission.</p> <p>Teacher DOES NOT communicate to students the year-long learning goals and SELDOM or NEVER works with students to set individual and classroom goals to invest him/her in the learning.</p>
e RECOGNITION	<p>School has SEVERAL structured opportunities to recognize and celebrate various student academic and behavioral accomplishments FULLY aligned to the school's mission. With staff direction, STUDENTS plan and lead celebrations.</p>	<p>School has SOME structured opportunities to recognize and celebrate various student academic and behavioral accomplishments SOMEWHAT aligned to the school's mission. TEACHERS plan and lead celebrations.</p>	<p>School has FEW or NO structured opportunities to recognize and celebrate various student academic and behavioral accomplishments NOT aligned to the school's mission. SCHOOL LEADER plans and leads celebrations.</p>



Effective SCHOOLS FRAMEWORK

BIG ROCK FIVE: Parent & External Stakeholder Relations

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a INCLUSIVENESS	Parents ALWAYS feel welcome and respected, concerns are addressed PRO-ACTIVELY, and SEVERAL parents are involved in the school.	Parents SOMETIMES feel welcome and respected, MOST concerns are addressed, and SOME parents are involved in the school.	Parents SELDOM or NEVER feel welcome and respected, FEW or NO concerns are addressed, and FEW or NO parents are involved in the school.
b COMMUNICATION	WEEKLY school AND classroom newsletter sent home by administration AND ALL teachers, with updates, key information, policy changes and good news DIRECTLY RELATED to the school's mission.	MONTHLY school OR classroom newsletter sent home by administration AND SOME teachers, with updates, key information, policy changes and good news SOMEWHAT RELATED to the school's mission.	OCCASIONAL or NO school and classroom newsletter sent home by administration AND FEW or NO teachers, with updates, key information, policy changes and news NOT RELATED to the school's mission.
c PROGRESS MONITORING	ALL teachers use a COMBINATION of the following: student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on progress towards mastery on at least a MONTHLY basis and additionally as needed.	SOME teachers use ONE or TWO of the following: student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on progress towards mastery on a QUARTERLY basis only.	FEW or NO teachers use ONE or NONE of the following: student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on progress towards mastery and done INFREQUENTLY or NEVER.



Effective SCHOOLS FRAMEWORK

BIG ROCK FIVE: Parent & External Stakeholder Relations (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d COMPLIANCE	<p>PROACTIVELY ensures various administrative, federal and state compliance requirements are met. They ALWAYS aid the school in fulfillment of its mission.</p>	<p>Ensures various administrative, federal and state compliance requirements are met. They SOMETIMES aid the school in fulfillment of its mission.</p>	<p>SELDOM or NEVER ensures various administrative, federal and state compliance requirements are met. They NEVER aid, and sometimes detract from, the school in fulfillment of its mission.</p>
e RELATIONSHIPS & RESOURCES	<p>Builds STRONG relationships with key district and external personnel. External personnel FREQUENTLY provide additional human AND financial resources to support the school's mission.</p>	<p>SOMETIMES builds relationships with key district and external personnel. External personnel SOMETIMES provide additional human AND/OR financial resources to support the school's mission.</p>	<p>SELDOM or NEVER builds relationships with key district and external personnel. External personnel SELDOM or NEVER provide additional human AND/OR financial resources to support the school's mission.</p>