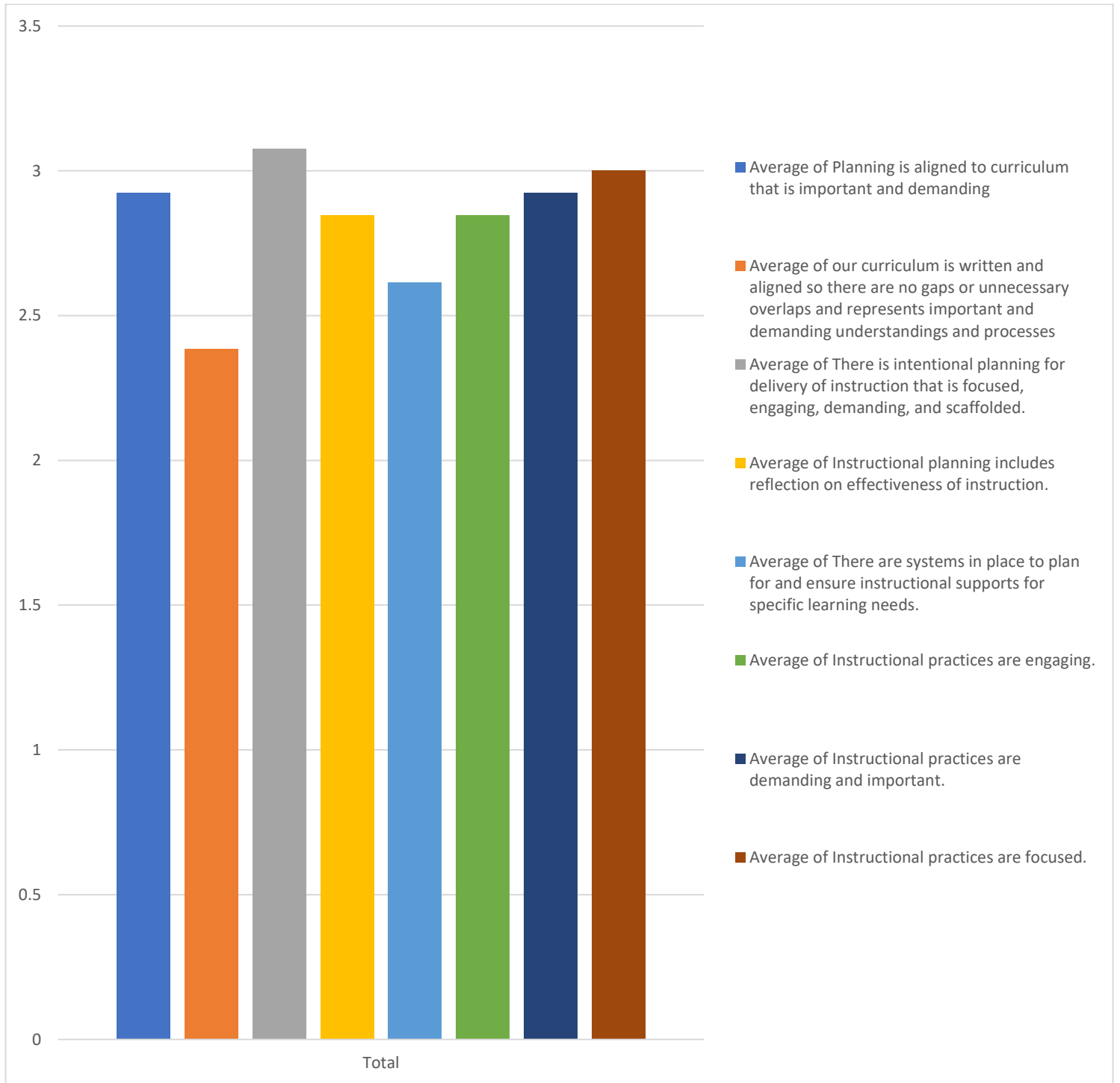
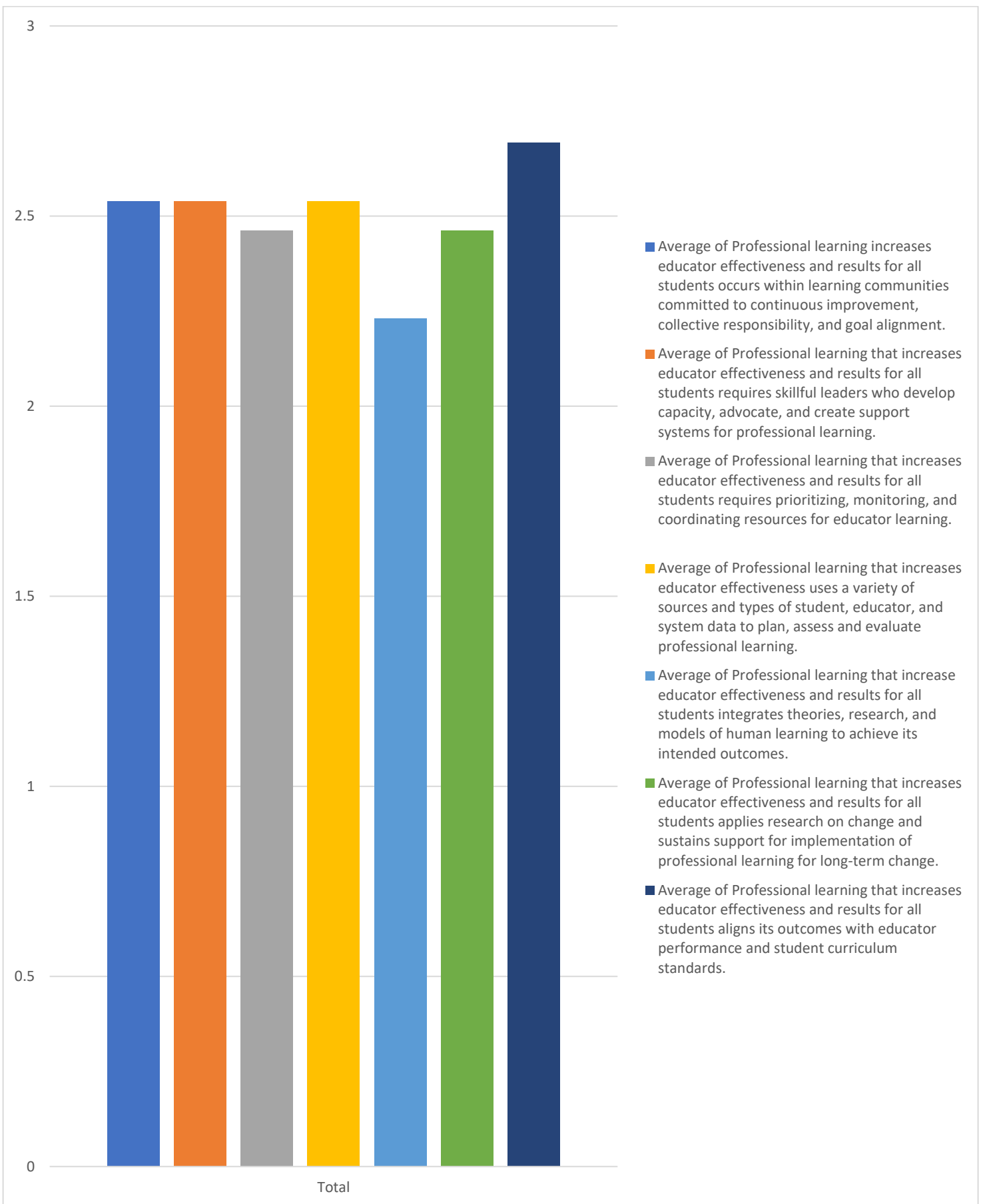
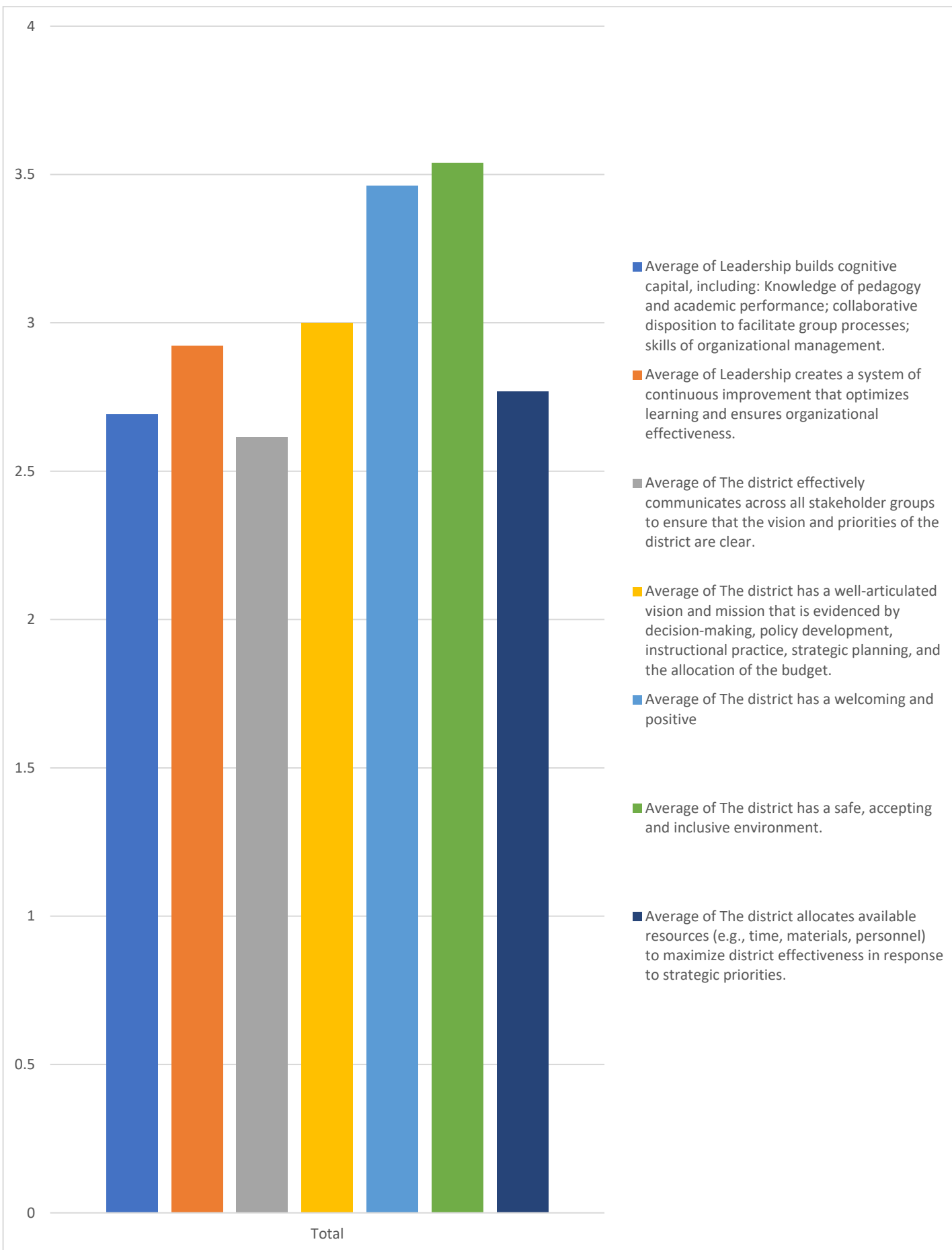
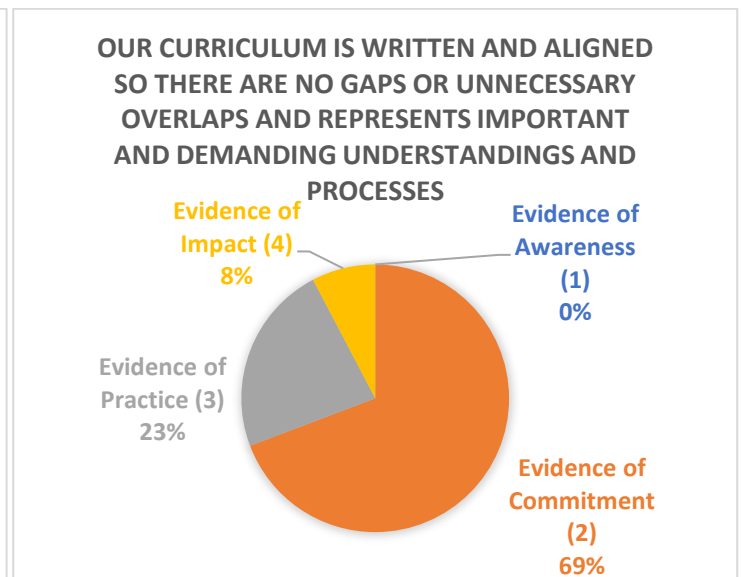
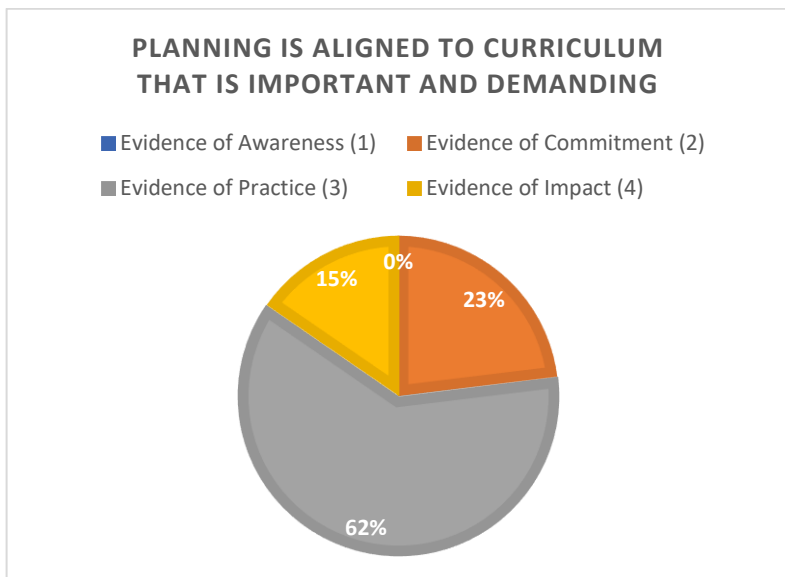
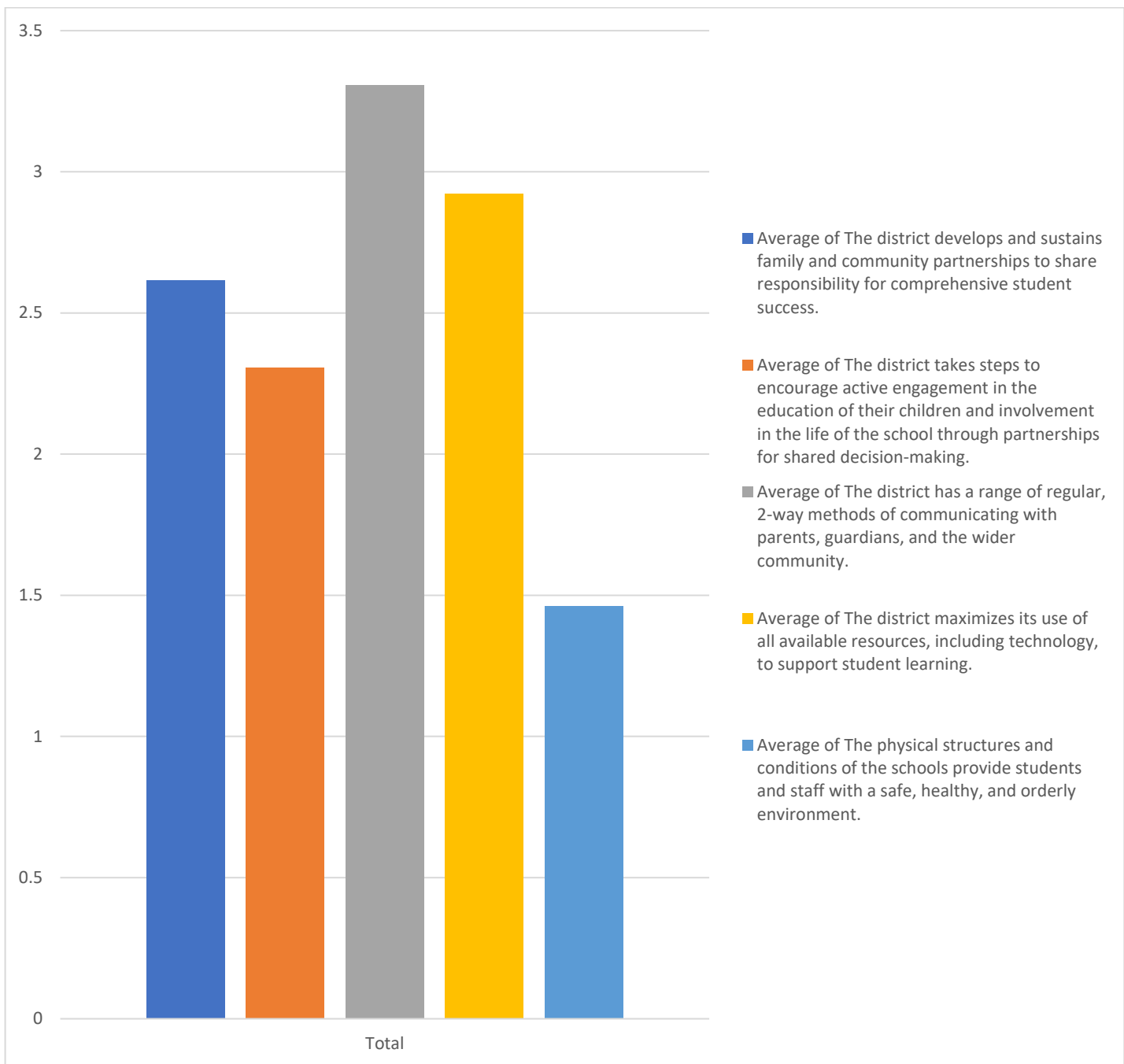


Teacher Perception Surveys:

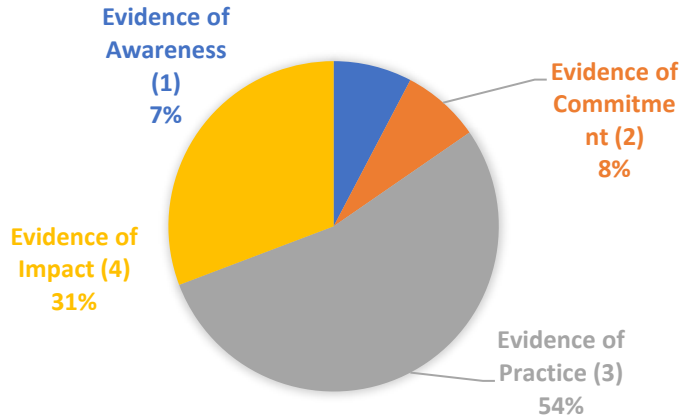




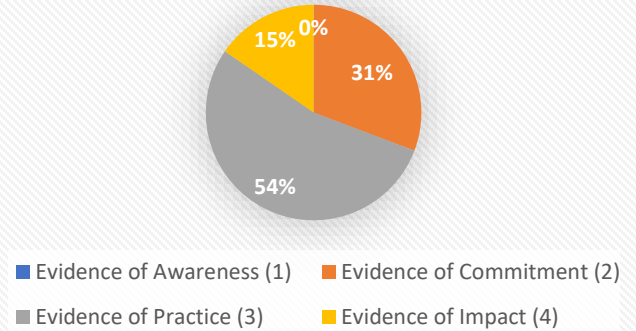




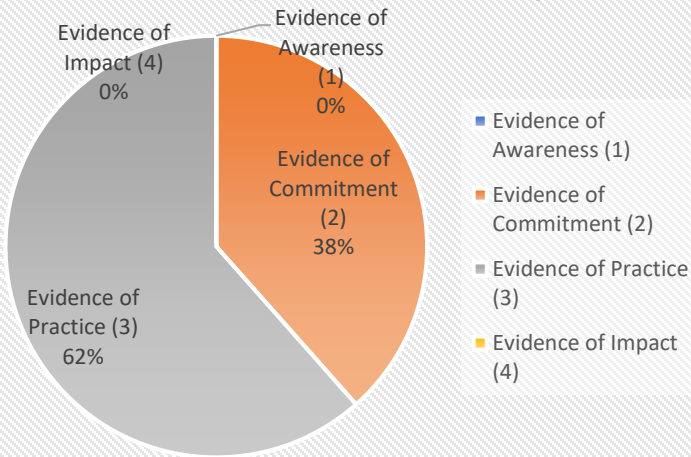
THERE IS INTENTIONAL PLANNING FOR DELIVERY OF INSTRUCTION THAT IS FOCUSED, ENGAGING, DEMANDING, AND SCAFFOLDED.



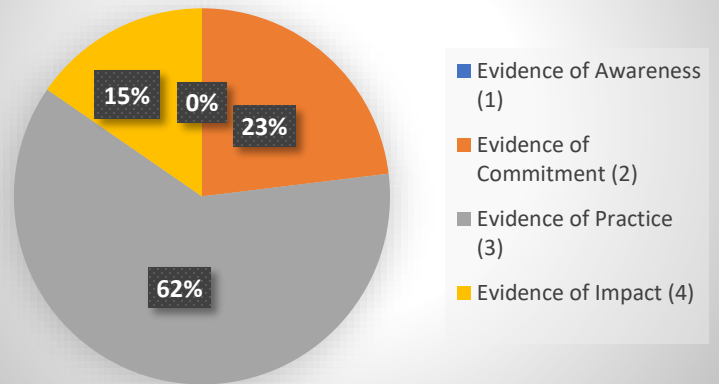
Instructional planning includes reflection on effectiveness of instruction.



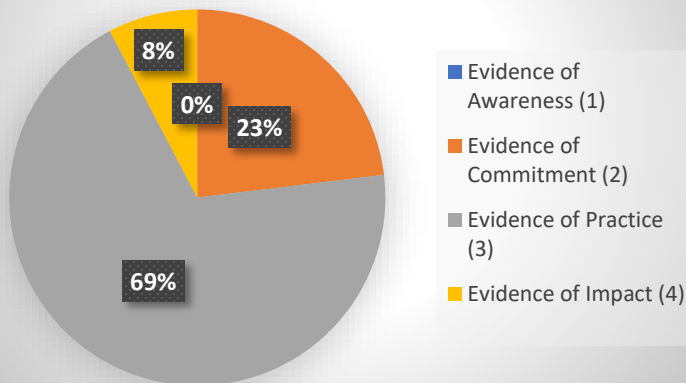
There are systems in place to plan for and ensure instructional supports for specific learning needs.



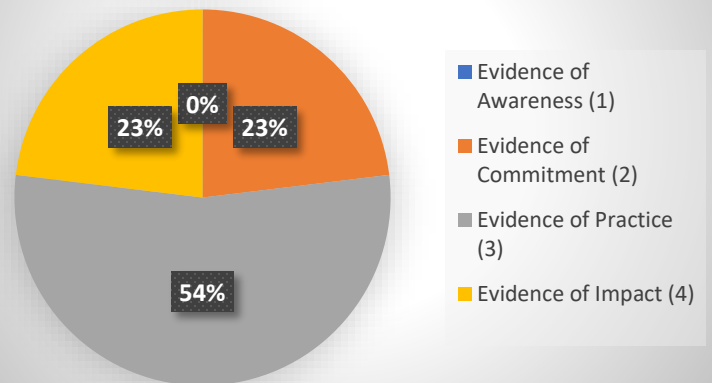
Instructional practices are demanding and important.



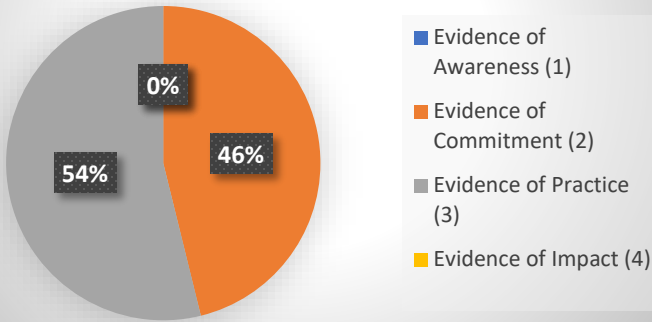
Instructional practices are engaging.



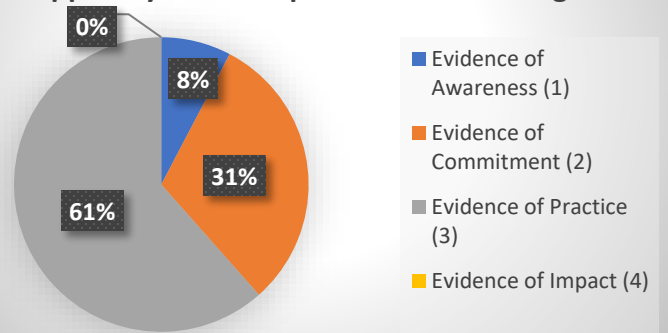
Instructional practices are focused.



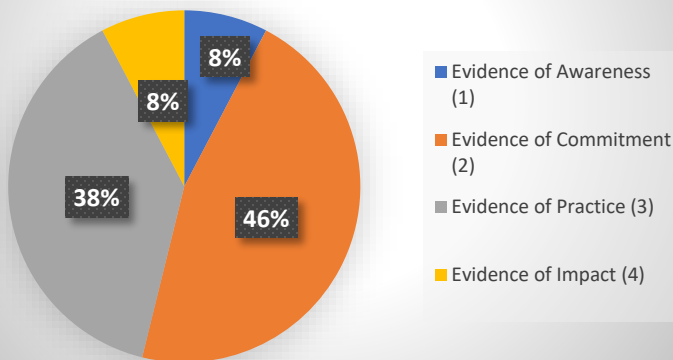
Professional learning increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.



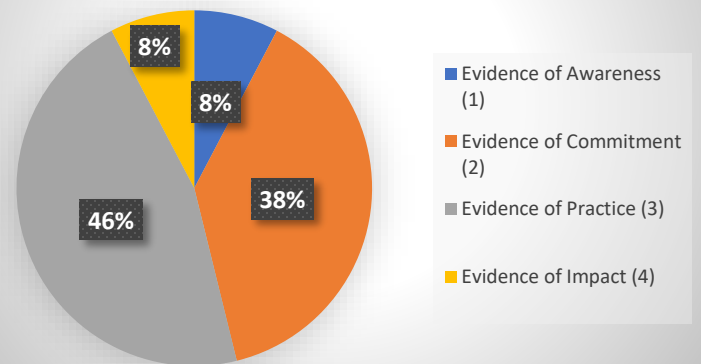
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.



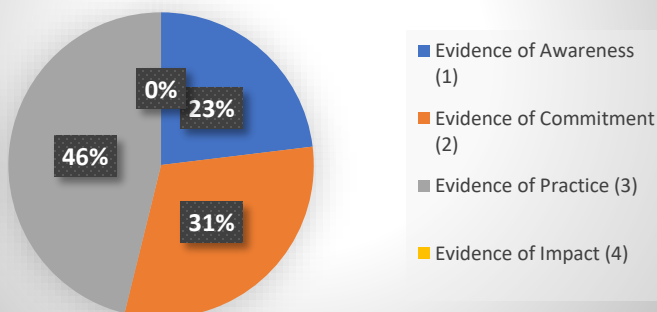
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.



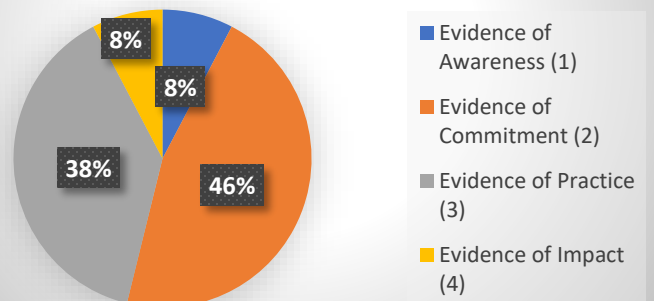
Professional learning that increases educator effectiveness uses a variety of sources and types of student, educator, and system data to plan, assess and evaluate professional learning.



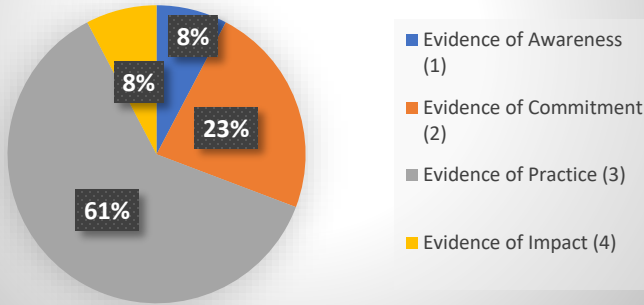
Professional learning that increase educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.



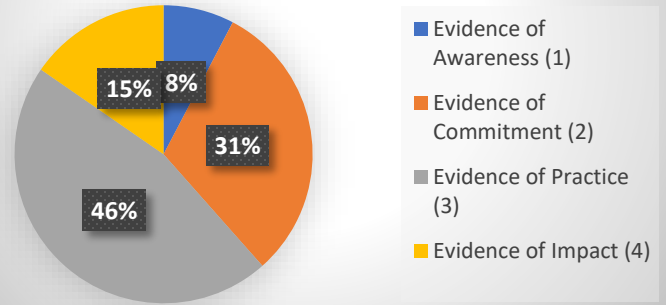
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.



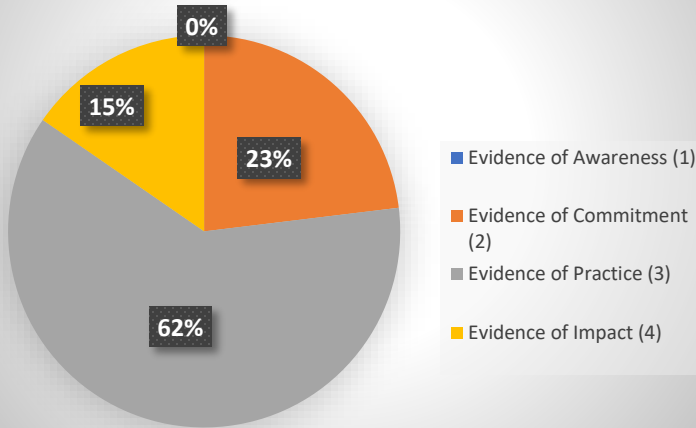
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.



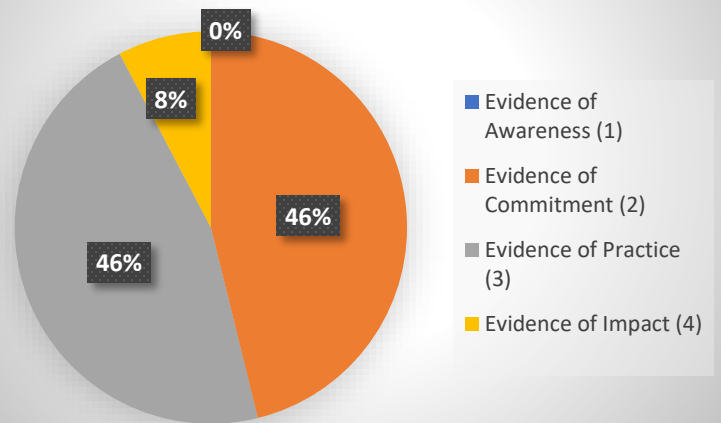
Leadership builds cognitive capital, including: Knowledge of pedagogy and academic performance; collaborative disposition to facilitate group processes; skills of organizational management.



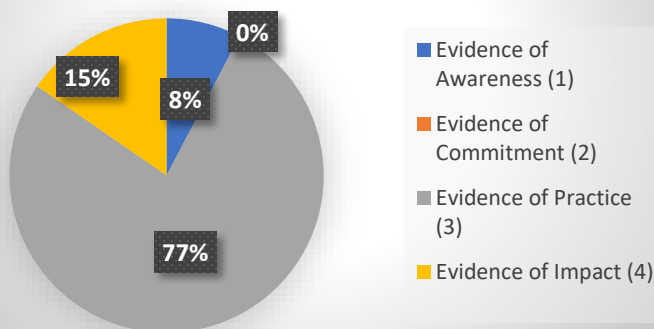
Leadership creates a system of continuous improvement that optimizes learning and ensures organizational effectiveness.



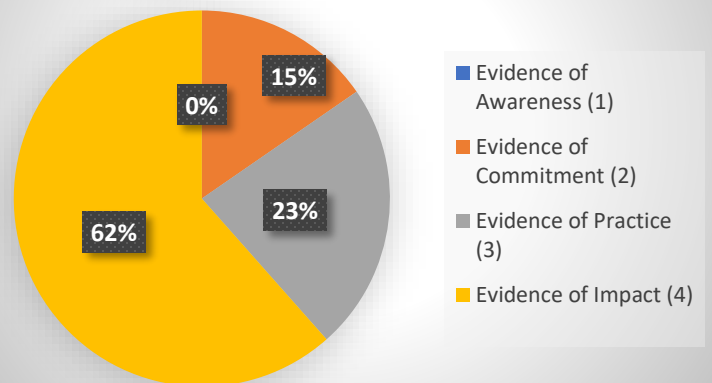
The district effectively communicates across all stakeholder groups to ensure that the vision and priorities of the district are clear.



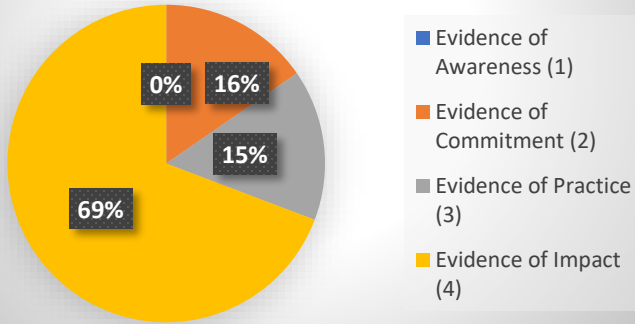
The district has a well-articulated vision and mission that is evidenced by decision-making, policy development, instructional practice, strategic planning, and the allocation of the budget.



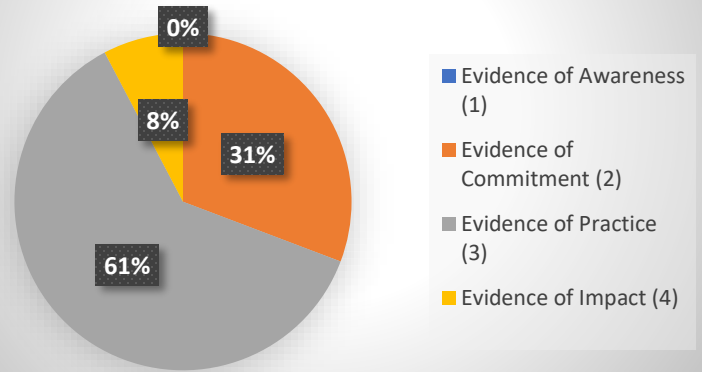
The district has a welcoming and positive



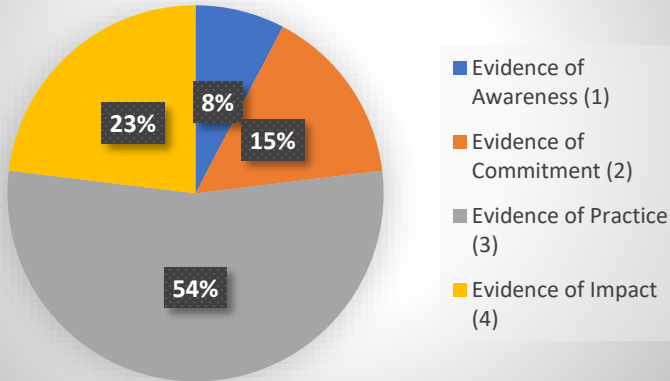
The district has a safe, accepting and inclusive environment.



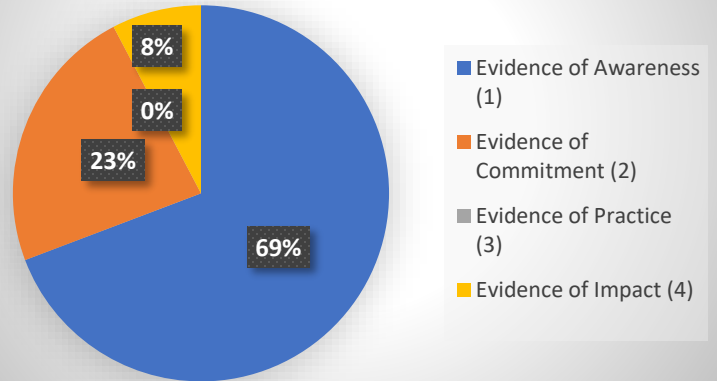
The district allocates available resources (e.g., time, materials, personnel) to maximize district effectiveness in response to strategic priorities.



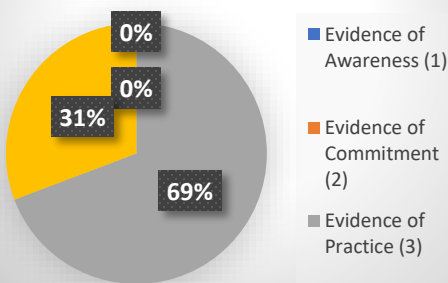
The district maximizes its use of all available resources, including technology, to support student learning.



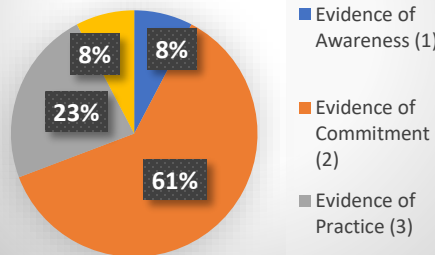
The physical structures and conditions of the schools provide students and staff with a safe, healthy, and orderly environment.



The district has a range of regular, 2-way methods of communicating with parents, guardians, and the wider community.



The district takes steps to encourage active engagement in the education of their children and involvement in the life of the school through partnerships for shared decision-making.



The district develops and sustains family and community partnerships to share responsibility for comprehensive student success.

