Teacher Working Conditions Continuum[1]

Working Conditions Standard 1 – Time
Schools protect teachers' time to plan, collaborate, and provide effective instruction.

Element	Developing	Proficient	Accomplished	Distinguished
1a Teachers' class sizes facilitate high quality instruction.	Teachers' time to plan in order to meet the diverse learning needs of students is insufficient due to the demands of large class sizes, heavy course loads across a wide range of content areas, and/or assignments mismatched with training.	Teachers have time to plan in order to meet the diverse learning needs of students due to having appropriate class sizes, course loads, and assignments that match training.	Teachers routinely plan in order to meet the diverse learning needs of all students due to the coordinated design of class sizes, course loads, and student placement practices.	Teachers have maximum time to plan in order to meet the diverse learning needs of all students due to a school wide systematic approach to designing class sizes, course loads, and student placements.
1b Teachers have sufficient instructional time to provide all students with effective instruction.	Teachers do not have enough uninterrupted instructional time. School leadership determines daily/weekly instructional schedules for teachers and supports teachers with little regard to protecting instructional time. There are frequent interruptions during instructional time that require teachers and/or students to respond to office communications and complete school business.	Teachers have minimum sufficient uninterrupted instructional time. School leadership determines daily/weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time. School leadership seeks teachers' input on ways to limit the full range of interruptions in instruction experienced by teachers and students.	Teachers have sufficient uninterrupted instructional time to meet the diverse learning needs of all students. School leadership actively involves teachers in the design of daily/weekly instructional schedules for teachers, supports teachers, and provides instructional supports (i.e. media, technology, etc.) to ensure protection of instructional time. School leadership engages with teachers and support staff to ensure maximum instructional time and minimum interruptions in learning for all students.	Teachers have ample uninterrupted instructional time to provide instruction throughout the curriculum in ways that meet all students' diverse learning needs and ensure advancement in learning. School culture is focused on ensuring that each student receives maximum uninterrupted instructional time matched to his/her needs and that ensures advancement in learning. School leadership, teachers, and support staff consistently utilize and refine systems for maximizing instructional time in ways that advance student learning.

[1] New Teacher Center. (2014). *North Carolina Teacher Working Conditions Standards.* Santa Cruz, CA: NC State Board of Education and NC Professional Teaching Standards Commission.

| 1c Teachers have time during the school day to plan and collaborate. | Little or no time is provided during the day to plan lessons.

Little or no time is available during the day for teachers to collaborate with colleagues for lesson planning.

Planning time is often interrupted by meetings or unanticipated duties. | Minimum sufficient time is provided during the school day for short- and long- term planning.

Minimum sufficient time is available for teachers to work collaboratively to develop common plans and share effective lessons.

There are limited interruptions to the non-instructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty free lunch and a planning period). | Time is available throughout the week for teachers to engage in lesson planning that includes careful design of differentiated instruction to meet the diverse learning needs of students.

Time is available for consistent collaboration among teachers, instructional support staff and school leadership to plan and coordinate instruction to meet the needs of all students.

School leadership, teachers, and support staff collaborate to ensure that planning time is protected and uninterrupted. | Time is provided during the school day, and on-going throughout the school year (i.e. early dismissal days, etc.), for teachers to plan, review and improve differentiated lessons that advance learning for all students.

The culture of the school supports full engagement in school-wide collaboration to facilitate comprehensive planning to ensure the full range of students receive the highest quality education.

Teachers have sufficient uninterrupted non-instructional time that allows them to engage in regular professional learning communities to support the continuous improvement of student learning and teacher practice. |
| 1d Schools make efforts to streamline processes to increase instructional time and decrease required paperwork. | School leadership makes little or no effort to minimize associated paperwork. | School leadership makes some effort to minimize completion of school business during instructional time, to target essential assessments, and reduce the amount of associated paperwork. | School leaderships' efforts to streamline school business and effectively implement targeted assessments result in increased instructional time and reduced associated paperwork. | School-wide efforts allow for teachers to provide effective instruction that is free from constraints resulting from school business, required assessments and associated paperwork. |

Working Conditions Standard 2: Facilities and Resources
Facilities and resources are provided for teachers to deliver quality instruction.

Element	Developing	Proficient	Accomplished	Distinguished
2a Materials and resources are available to facilitate quality instruction.	Instructional materials are insufficient and generally do not meet the needs of teachers and students. Resources are unreliable, insufficient, and generally do not meet the needs of teachers.	Instructional materials are sufficient to meet the needs of teachers and students. Resources are available to meet the administrative and instructional needs of teachers.	Instructional materials are aligned with state standards and utilized to effectively meet the needs of teachers and students. Resources are utilized to effectively work with students, colleagues and parents.	Teachers have access to a wide range of high quality instructional materials that enhance teaching and learning. Teachers have reliable access to a wide range of resources that enhance teaching, learning and communicating with parents and the community.
2b. Technology facilitates 21st Century learning opportunities.	Technology is unreliable, insufficient, and generally does not meet the instructional needs of teachers or provide 21st Century learning opportunities. There is little or no support to address challenges to access and/or use of technology.	Technology is reliable and available to meet the 21st Century instructional needs of teachers. Support is in place to help teachers address challenges to access and use of technology.	Reliable technology is utilized to effectively meet the instructional needs of teachers and the learning needs of students. Reliable support is in place to enrich teacher development in the access and use of technology.	Teachers have reliable access to a wide range of 21st Century technology across classrooms that is well integrated into the instructional practices of the faculty. Well trained support personnel collaborate with teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices and student learning.
2c Physical environments support teaching and learning.	Lack of appropriate physical environments and/or lack of maintenance limit teaching and learning. Quality and care of physical environments is inconsistent and may be sporadic and reactive. Work space is insufficient. Teachers may only have access to shared work space or mobile settings.	Physical environments support teaching and learning by being appropriate to content taught and age level of students. Physical environments are clean and well maintained. There is adequate work space. Most teachers have access to their own work space as well as shared space.	School-wide efforts are proactive and collaborative to ensure that physical environments are effective, are matched to teaching and learning needs, and are well maintained. Teachers have access to their own work space and to a variety of additional work settings and spaces that support a wide range of activities.	All members of the school community (teachers, school leadership, community members, parents, guardians) take an active part in the maintenance and enhancement of the physical environment of classrooms and of the school. All stakeholders take pride in their school environment. All teachers have access to a variety of work settings and spaces that enhance their ability to work and collaborate.

2d Teachers have access to a broad range of Professional Support Personnel.	Adequate professional support personnel are not accessible.	Professional support personnel are available to assist teachers with meeting the needs of students on a limited basis	Professional support personnel are available and work collaboratively with teachers.	Professional support personnel's collaboration with teachers results in increased student learning and teacher effectiveness.

Working Conditions Standard 3 – Community Support and Involvement
Parents, guardians, and community members are engaged in substantive ways to support and influence the school.

Element	Developing	Proficient	Accomplished	Distinguished
3a Parents, guardians, and the community members support the teachers and school.	There is minimal or no engagement of parents, guardians, or community members in classrooms or at school wide events. There is a lack of clarity in the role parents, guardians, and community members can play in classrooms and at the school.	Parents, guardians, and community members support many classroom and school activities. Some areas are clearly identified where parents, guardians, and community members can participate in meaningful ways in classrooms and at the school.	Parents, guardians, and community members contribute to the success of students through regular classroom and school involvement. School educators clearly communicate in multiple ways to parents, guardians, and the community members about how they can support the classroom and the school.	Parents, guardians, and community members are systematically integrated in classrooms and school activities in ways that ensure success for students in all classrooms. Parents, guardians, and community members collaborate with teachers and school leadership to maintain high levels of consistent support of classrooms and involvement at school.
3b Parents, guardians, and community members are knowledgeable about classroom and school policies and practices	School educators disseminate some information that reaches some parents, guardians, and community members. The amount and accuracy of communications about the classroom and school are inconsistent and tend to be reactive and sporadic. Limitations to communication disenfranchise many parents and community members.	School educators disseminate accurate information about the school and about individual classrooms at regular and reliable intervals. A variety of communication systems are in place to promote accuracy of information to better reach most parents, guardians, within the school and community members.	School educators take a proactive approach to sharing classroom and school information with parents, guardians, and community members. Regular two-way communications utilize a multi-tiered system with multiple formats designed to reach all parents, guardians, and community members and meet diverse needs (i.e. newsletters, open houses, website, e-blasts, social media, etc.).	School educators have an integrated approach to communicating information that values an on-going and collaborative relationship among all stakeholders. Consistent and accessible two-way communication occurs systematically between the school and all parents, guardians, and community members.

3c Parents, guardians, and community members are provided opportunities to influence the success of the school.	Little or no formal opportunities are in place for parents, guardians, and community members to participate in decision making at the school. School educators communicate information to parents and guardians regarding meetings, but there is no established system to promote participation. Communication with community members does not encourage their inclusion in school activities. There is no School Improvement Team and/or the School Improvement Team is not equitably representative of parents, guardians, teachers, and school leadership. The parent organization at the school rarely meets and has limited participation.	Parents, guardians, and community members are aware of the school improvement processes and have some opportunities to participate. School educators have established some partnerships with community members and communicate to parents, guardians, and community members in ways that encourage participation. The School Improvement Team follows state guidelines and statutory requirements, providing educators and parents and guardians with multiple opportunities to provide input and influence school practice. There is an established parent organization at the school that meets regularly and makes efforts to have participation representative of school populations.	Parents, guardians, and community members are engaged in the school improvement processes and participation reflects the demographics of the school community. School educators are proactive in providing ongoing opportunities for the full range of parents, guardians, and community members to participate in school improvement processes. The School Improvement Team informs parents, guardians, and community members about school issues, solicits input, and engages participants in substantive ways that shape school practice. The parent organization is active and engaged in a wide variety of classroom and school wide activities that support effective teaching and successful learning.	Parents, guardians, and community members are valued and essential partners in dialogue and decision making to ensure successful outcomes for students and the school through the school improvement process. Relationships with community members are an integral part of the school's ongoing success. Participation of parents, guardians, and community members in the school improvement process is fully representative of the school community. The School Improvement Team is a vehicle for community members, school leadership, and teachers to design and implement policies and practices that promote high levels of student learning and to resolve issues openly through respectful discussion. The parent organization is comprehensively engaged in classrooms and school programs and is included in decision making where appropriate. The parent organization advocates for the staff and students within the community.

Working Conditions Standard 4 – Managing Student Conduct
Schools implement policies and practices to address student conduct issues and ensure a safe school environment.

Element	Developing	Proficient	Accomplished	Distinguished
4a School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.	School leadership may provide teachers with some information on local, state, and federal policies on student conduct and school safety. Some teachers demonstrate awareness of local, state, and federal policies. There is incomplete data on student conduct and safety. School leadership develops policies and procedures for student conduct and safety. Information provided to parents, guardians, and community members on student conduct and safety is either not provided or incomplete. Rules and procedures for student conduct and safety are communicated in print through student and staff handbooks and are displayed in some classrooms. Resources are not widely known or available to teachers to address conduct issues.	School leadership provides all teachers with local, state and federal policies on student conduct and school safety. All teachers demonstrate awareness of local, state, and federal policies. The school collects some data regarding student conduct and safety to inform development and implementation of policies and procedures for student conduct and safety. Educators develop, review, and revise policies and procedures for student conduct and safety. All teachers have opportunities to respond to and influence final decisions. Parents, guardians, and community members receive some communication regarding policies and procedures. School leadership provides all teachers with complete written descriptions of policies and procedures pertaining to student conduct and safety. Administrators and teachers inform students of policies, procedures, expectations, and consequences for conduct and safety.	School leadership provides teachers with regular updates on local, state, and federal policies on student conduct and school safety. Student conduct policies and procedures are adapted based on the collection and analysis of a wide range of student behavior data. Administrators, teachers, parents, guardians, and community member are involved in the development, review, and revision of policies and procedures for student conduct and safety. Teachers and administrators are engaged in frequent and ongoing dialogue about expectations and consequences for student conduct and safety. Parents, guardians, community members, and students receive regular updates and feedback regarding classroom and school wide conduct and safety.	School leadership and teachers collaborate to ensure that all teachers and school staff maintain accurate and current knowledge of local, state, and federal policies on student conduct and school safety. Classroom and school wide data is collected regularly to provide timely information to inform consistent implementation of classroom management practices and student conduct policies. The school community is systematically included in the ongoing development and monitoring of policies and procedures for student conduct and safety. Students, parents, guardians, and community members know how they may respond to and influence decisions. Policies and procedures in place empower administrators and teachers in establishing and maintaining a safe, welcoming environment. Educators can make proactive decisions related to managing student conduct that influence school reforms in policies Communication between teachers and school leadership, students, parents, guardians, and community members is transparent and ongoing.

| 4b Administrators and teachers enforce policies and procedures regarding student conduct and school safety. | Enforcement of policies and procedures is inconsistent across teachers and administration and/or different behavior systems may be present across one school. Administrators, teachers, and students often have different interpretations of expectations and policies.

Communications between administrators and teachers on enforcement of policies and procedures for student conduct and safety are minimal and often reactive.

Parents and guardians are not informed or included in the enforcement of policies and procedures. | A clearly defined system of policies and procedures for student conduct and safety is in place and followed closely by all school leadership and teachers. Students are fully informed of policies, procedures, and consequences.

All teachers and most students are aware of school wide procedures, policies and consequences. There is regular communication between administration and teachers on enforcement of policies, procedures for conduct and safety, and consequences for student actions.

Parents or guardians are informed about the implementation and enforcement of policies and procedures for student conduct and safety by administrators and teachers. | Teachers enforce school wide policies consistently and equitably, as appropriate, across students and classrooms.

There is regular dialogue between administrators and teachers about the results of implementation and enforcement of policies and procedures for student conduct and safety.

Parents, guardians, and community members are informed about and support the appropriate implementation and enforcement of policies and procedures for student conduct and safety. | Proactive systems for implementing, managing, and reviewing student conduct and safety are in place and actively utilized by administrators and teachers.

Administrators and teachers revise policies and practices based on analyses of data and dialogue. Administrators and teachers consistently communicate with the school community regarding conduct and safety.

Parents, guardians, and community member are engaged in dialogue about and potential revisions to school wide policies and procedures for student conduct and safety. |

Working Conditions Standard 5 – Teacher Leadership
Teachers are involved in decisions that impact classroom and school practices.

Element	Developing	Proficient	Accomplished	Distinguished
5a Teachers demonstrate leadership in the classroom.	Teachers are aware of sound educational practices (i.e. methods of teaching, content, etc.). Teachers have little input into decisions made about instructional practices (i.e. instructional materials, pedagogy, pacing, etc.). Data and learning from collaborations with colleagues rarely inform teachers' classroom decision making.	Teachers implement sound educational practices. Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of students. Teachers use data and best practices from collaboration to inform instruction.	Teachers monitor and document the impact of instructional practices and seek opportunities for ongoing development. Teachers make appropriate decisions about instructional practices that maximize student learning. Teachers assess and improve their instructional practices based on effective use of data and sharing best practices through collaboration with colleagues.	Teachers assume leadership in sharing exemplary practice with colleagues to improve instruction across the school. Teachers assume leadership in working collaboratively with colleagues to improve instructional practices across the school. Data use and best practice from collaboration drive school wide instructional decision making and improvement planning.
5b Teachers demonstrate leadership in the school.	Teachers are aware of select leadership opportunities. Some teachers in the school are invited to participate in leadership roles. Opportunities for teacher leadership are limited in responsibility.	Multiple opportunities are available for teachers to participate in school leadership and individuals representative of the diversity of the faculty pursue them (i.e. School Improvement Team, committees, PLC lead, etc.). Formal and informal opportunities for leadership are available and vary in responsibility and impact on the school.	Leadership opportunities are abundantly available and actively pursued by teachers. Formal and informal opportunities for teacher leadership emerge out of collaboration and decision making. Professional development and supports are provided to encourage teacher leadership.	Leadership is distributed, systematically fostered, and pervasive across the school. Teachers' leadership is a celebrated and an integral component of developing school policies, practices, and school improvement planning. Teachers encourage their colleagues to take on leadership in classrooms, the school, the district and the profession and support them in their efforts.
5c Schools have efficient and effective decision making processes that engage teachers.	Processes are in place to address concerns and/or shape school policies and practices, but there is little or no teacher input. Processes are not efficient. Processes are not equitable.	Processes for teacher involvement in decision making are defined, but are limited. Processes in place are generally efficient and can be adapted to improve efficiency.	Teachers are consistently involved in the decision making processes at the school. Processes in place are efficient and consider equity of representation and participation.	Teachers are valued and significant leaders in decision making processes. All educators assume responsibility to ensure that all processes are efficient and equitable.

Working Conditions Standard 6 – School Leadership
School leadership maintains trusting, supportive environments that advance teaching and learning.

Element	Developing	Proficient	Accomplished	Distinguished
6a An atmosphere of trust and mutual respect is pervasive in the school.	Two-way communication between teachers and school leadership is often sporadic and based on immediate needs. Some teachers are aware of procedures for communicating with administration. Systems are not in place to share information, provide resources and supports and engage teachers effectively in decisions. School leadership inconsistently supports teachers.	Some systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication. Most teachers are aware of them, but not all teachers utilize them in the same ways. Information, resources and supports help educators improve their practice, but are not accessible or utilized equitably across the faculty. School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.	Teachers and school leadership have effective, transparent two-way communication systems in place. Those systems are easily understood and utilized consistently and effectively. Information, resources and supports that help educators improve their practice are available, accessible and utilized by the faculty. School leadership consistently supports teachers in multiple areas.	School wide communication systems are transparent, efficient, reliable, inclusive, and easily utilized. Systems are in place to provide information, resources and supports that help all educators improve their practice. Data is gathered and analyzed to improve teaching and learning. School leadership maintains a proactive approach to supporting all teachers consistently across a wide range of needs and interests.
6b Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.	There is inconsistency in assessing teacher performance. Not all teachers and administrators understand the NC Professional Teaching Standards or the Teacher Evaluation Process. Little feedback or follow-up is offered in a timely manner and that feedback may not be helpful for teachers to improve their performance or enhance student learning.	Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process. Teachers and administrators understand the NC Professional Teaching Standards, and Teacher Evaluation Process. Some feedback that helps teachers improve their performance or enhance student learning and limited follow-up is offered.	Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process. Teachers trust that the process is implemented with fidelity. Teachers use the evaluation process to reflect and have substantive conversations with school leadership about addressing teaching standards and their evaluations. Meaningful feedback and consistent timely follow-up provide teachers with a logical and accessible progression for improving their performance and enhancing student learning.	Teachers and school leadership engage in targeted professional development, regular follow up, and goal setting using the North Carolina Teacher Evaluation Process. Evaluation results are analyzed by school leadership and used by teachers to provide support to enhance instructional practices and school improvement strategies. School leadership supports teachers to be thoughtfully engaged in the analysis of their evaluations to consistently improve teaching and learning.

6c School leadership articulates a vision and implements effective strategies for school improvement.	The vision for school improvement is unclear. Teachers have varying interpretations of directions for school improvement. Implementation strategies are largely reactive, inconsistent, and not equitable. Regular use of formalized school improvement plans is inconsistent and lacking in design.	The vision for school improvement is clear to teachers, but may not be reflective of all stakeholders. Some implementation strategies are in place and more consistency and equity are present in these processes. Some components of school improvement plans have effective design and are utilized.	The vision for school improvement is clear, well-articulated for multiple audiences, and is designed and supported by most stakeholders. School leadership and teachers collaborate to design and implement the school improvement plan. All components of school improvement plans are well designed, fully utilized and may include parents, guardians, and/or community members in the processes.	The vision for school improvement is clear, well-articulated, broadly distributed, and integral in decision making by all stakeholders. All stakeholders support the vision. School leadership and teachers share the responsibility of implementing well designed school improvement plans that increase student success. Use of school improvement plans is ongoing, proactive, and effectively engages parents, guardians, and community members in the processes.
6d School leadership makes sustained efforts to improve teaching and learning conditions.	Little communication occurs between teachers and school leadership to identify and address needs to improve conditions for teaching and learning. Efforts to improve conditions for teaching and learning are generally reactive and may only occur under duress.	School leadership engages in some communication with teachers to identify needs and share efforts to improve conditions for teaching and learning. Many efforts to improve conditions for teaching and learning are localized, occur based on an informal process, and engage only some teachers in the process.	School leadership is consistent and equitable in identifying needs to improve conditions for teaching and learning and in efforts to improve conditions. All efforts to improve conditions for teaching and learning are formalized, well communicated, and engage most teachers in data collection and substantive problem solving.	School leadership maintains a proactive, consistent, transparent, and collaborative approach to improving conditions for teaching and learning. Efforts to improve conditions for teaching and learning are proactive, collaborative, and systematically engage the faculty in ongoing data collection, analysis, and problem solving in ways that ensure positive outcomes. Community members are actively utilized in efforts to improve conditions for teaching and learning.

Working Conditions Standard 7 – Professional Development
Quality learning opportunities are available for teachers to enhance teaching and learning.

Element	Developing	Proficient	Accomplished	Distinguished
7a Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities.	Adequate resources are not provided and teachers are given minimal or no time to participate in continuous learning opportunities.	Teachers have at least the minimal amount of time and resources to learn and implement new instructional strategies.	Teachers consistently have the time and resources they need to participate in continuous learning opportunities.	School leadership and teachers value professional development; continuous learning opportunities for the faculty are systematically embedded in the School Improvement Plan.
7b Professional development meets best practice standards for delivery and support.	School site professional development does not align with best practice standards as represented in the North Carolina (NC) Professional Development Standards. Professional development is implemented without a clear understanding of its ties to best practices. Professional development selection is based on little or no input from teachers and is not data driven. Professional development is often not differentiated and generally only meets the needs of a few teachers.	School site professional development is aligned with the North Carolina Professional Development Standards and includes some elements of being data driven, collaborative, evaluated, reflective, and on-going. Some professional development is based on best practices. Some professional development is selected in response to teacher input and identified needs. Professional development includes elements of differentiation selected to meet some needs of teachers and engage them in their own learning.	School site professional development meets best practice standards and is individualized to meet the needs of teachers. Professional development is based on best practices. Professional development is guided by careful attention to relevant data regarding identified needs of teachers and students. Professional development is differentiated in ways that meet the needs of most teachers and promote engagement in their own learning.	School site professional development consistently follows best practice standards and provides choice for teachers relative to their work in Professional Learning Communities. Teachers' analyses of student learning data helps ensure professional development is based on best practices specific to addressing improvements in instructional practices and student learning. Ongoing professional development addresses individual needs of teachers in addressing student needs and school improvement goals. Professional development is differentiated throughout all components and actively engages all teachers in their own learning.

7c Professional development enhances the ability of teachers to implement instructional strategies and improve student learning.	Professional development has minimal or no impact on teaching or student learning. Little follow up is provided for teachers to use instructional practices learned through professional development.	Professional development has some impact on some teachers' ability to improve student learning as reported informally. Some follow up support is provided for some teachers to implement strategies learned through professional development.	Professional development positively impacts instructional practices of many teachers and contributes to gains in student learning. Some formal systems are in place to measure impact. Adequate follow-up support for successful implementation of strategies is provided for most teachers.	Professional development leads to reflective practice that consistently impacts classroom instruction and student achievement. Formal and informal systems are in place to measure impact of professional development. Implementation of instructional strategies emerging out of professional development is promoted and celebrated. Consistent follow-up is provided for all teachers.

Working Conditions Standard 8 – Instructional Practices and Support
Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

Element	Developing	Proficient	Accomplished	Distinguished
8a Teachers use formative and summative assessment data to drive instructional practice.	Teachers implement assessments as required by the school, district, and state. Teachers generally use summative assessment to inform grading.	Teachers use some formative and summative assessment data to guide some decisions about classroom instruction.	Teachers routinely use formative and summative assessment data to guide differentiation of instruction to meet the diverse learning needs of students and to assess their own efficacy in delivering instruction.	Teachers use formative and summative assessment data to refine differentiation in ways that consistently advance student learning. Formal and informal assessments are seamlessly integrated into lesson planning and instructional practice.
8b Teachers are supported to work collaboratively to develop, align and improve instructional practices.	Teachers have little knowledge of or support for effective collaborative practices formally or informally. Professional Learning Communities seldom meet in a focused way that improves instruction. Teachers rarely receive or incorporate feedback from collaboration or available support personnel to align and improve instructional practices. Teachers are not assigned classes with attention to their qualifications and expertise.	Teachers have adequate knowledge of and support for effective formal and informal collaborative practices to support purposeful collaboration. Teachers incorporate strategies developed in Professional Learning Communities or through work with support personnel to align and improve instructional practices. Teachers are assigned classes for which they are highly qualified and have sufficient expertise.	Teachers meet in formal and supported effective Professional Learning Communities. Teachers collaboratively develop and incorporate strategies from Professional Learning Communities and through work with support personnel to align and improve instructional practices. Teachers are assigned classes that maximize their likelihood of success with students.	Teachers utilize expert knowledge of collaborative practices in ways that advance effective teaching and student learning in formally formal and supported Professional Learning Communities. Best practices developed in Professional Learning Communities and work with support personnel are analyzed, discussed and disseminated throughout the school to align and improve instructional practices. The faculty collectively assesses teachers' knowledge, skills, dispositions and qualifications and works collaboratively to ensure teachers are assigned classes that maximize their likelihood of success with students.
8c Teachers are assigned classes that maximize their likelihood of success with students	Little or no consideration is taken of teachers' course load, teaching ability, content knowledge or experience in assigning class sizes and assignments. School leadership does not involve teachers in the assignment of classes.	Teachers are assigned classes with some intentional planning to match teacher expertise with students' needs. School leadership seeks some input from teachers in class sizes and assignment of classes.	Teachers are assigned classes intentionally in ways that utilize teacher expertise to meet students' needs and impact learning. School leadership actively involves teachers in the class size and assignment process to effectively match teacher expertise and strengths to students' needs.	Teachers are systematically assigned classes that fully utilize teacher expertise, meet students' needs, and maximize student learning. Teachers are engaged collaboratively with colleagues and school leadership about assignments to provide teachers and students the best opportunity to succeed.

Glossary of Terms

Administrator includes principals, assistant principals and/or deans.

Instructional time includes any time during the day when teachers are responsible for facilitating student learning.

Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

Paperwork includes both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

Parent Teacher Organization is a formal organization of parents, teachers and school staff to promote the volunteerism of parents, encourage teachers and students, engage the community, and improve the welfare of students and families at their child's school.

Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

Professional Learning Communities are formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

Professional Support Personnel includes positions such as school counselors, nurses, school psychologist, social workers and media specialist.

School Improvement Team (SIT) is a group of teachers, administrators, students and parents who work together to improve the overall quality of the school and its programs.

School leadership includes individuals, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant or developing and implementing the school budget.