

<p>Data is used collaboratively to drive grade level/department/individual goals, professional development and curricular decisions.</p>	5	4	3	2	1
	<p>The staff, based on student learning data, sets goals that address students' learning needs, therefore increasing effective teaching, and increasing successful student learning.</p>		<p>The staff occasionally sets goals based on the student achievement data to make and implement plans to improve teaching and learning.</p>		<p>The staff does not set goals based on student achievement data.</p>
	5	4	3	2	1
	<p>ALL professional development for teachers is based on student achievement data and assessment of staff's current knowledge and skills in the areas of need.</p>		<p>Occasionally, professional development is based on student achievement data.</p>		<p>Professional development is based on what teachers want to learn and student achievement data is not considered.</p>
5	4	3	2	1	
<p>All curricular decisions, including pacing guides and essential content standards are driven by student achievement data.</p>		<p>Some curricular decisions are based on student achievement data.</p>		<p>Curricular decisions are not based on student achievement data.</p>	
5	4	3	2	1	
<p>ALL individual teacher goals are based on student achievement data from their own classrooms and grade level goals.</p>		<p>Some individual teacher goals are based on student achievement data from their own classrooms and grade level goals.</p>		<p>No individual teacher goals use student achievement data from their own classrooms and grade level goals.</p>	

Ongoing use of data to monitor and adjust classroom instruction	5	4	3	2	1
	Student learning is assessed on a regular basis (8-9 week intervals at the longest) and used to drive instructional decisions.	Student learning is assessed 2 times a year and sometimes used to drive instructional decisions.	Student learning is assessed at end of year and is not used to drive instructional decisions.		
	5	4	3	2	1
Essential learning outcomes and common assessments are identified. Staff collectively examine common assessments and make adjustments in classroom instruction.	Essential learning outcomes and common assessments are identified. There is no collective examination of assessments. (Each teacher individually assesses student learning.	There is no identification of essential learning outcomes or common assessments.			
	5	4	3	2	1
Staff regularly look at student work together to adjust instruction appropriately.	Some staff examines and occasionally discusses student work.	Student work is rarely examined or discussed collectively.			

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