WRITING: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

Demonstrator 1. Shared Vision
School Councils and administrators have developed a shared vision for insuring quality Writing instructional programs.

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)
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.	a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program.	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 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.	b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language).	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 does not promote a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.	c) School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.	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 does not promote a culture where staff, teachers and students alike participate in writing and communicating in the school community.	d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community.	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.

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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:					

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Demonstrator 2. Time and Resources
School leadership will provide adequate resources, facilities, space and instructional time to support high quality writing instructional programs.

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.	a) The principal allocates equitable time and resources to implement the professional development action plan.	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 is made aware of the staffing allocation decisions for supporting the school's program.	b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school's program.	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 is made aware of the availability of resources for supporting the school's program.	c) The SBDM council monitors availability of resources for supporting the school's program.	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 is made aware of the use of instructional time for supporting the school's program.	d) The SBDM council monitors the use of instructional time for supporting the school's program.	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:		

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

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Demonstrator 4. Principal Leadership		
Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.		
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		
Needs Improvement (X 1/bullet)	**Proficient** (X 2/bullet)	**Distinguished** (X 3/bullet)
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.	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.	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.
		b) The principal models professional learning among staff through collaboration and shared self-reflection.
b) The principal does not initiate professional learning among staff through collaboration and self-reflection.	b) The principal initiates professional learning among staff through collaboration and self-reflection.	
c) The principal does not participate fully in professional learning regarding the school's writing and communication program.	c) The principal participates fully in professional learning regarding the school's writing and communication program.	c) The principal participates fully in and facilitates professional learning, including professional learning community activities, regarding the school's writing and communication program.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		