

HASBROUCK HEIGHTS PUBLIC SCHOOLS
TEACHER EVALUATION RUBRIC
DANIELSON'S FRAMEWORK FOR TEACHING

LEVELS OF PERFORMANCE

- 1 - Needs Improvement - The teacher does not appear to understand the concepts underlying the component. Working on the fundamental practices associated with the Framework's elements will enable the teacher to grow and develop in this area as well as collaborate with colleagues.
- 2 - Basic - The teacher appears to understand the concepts underlying the component and attempts to implement its elements. However, implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms and collaboration with other master teachers and other experiences will enable the teacher to become proficient in this area.
- 3 - Proficient - The teacher clearly understands the concepts underlying the component and implements it well. The teacher engages in metacognitive processes and has internalized the application of the Framework's domains. The teacher clearly is effective in teaching students as well as ensuring their academic success.
- 4 - Distinguished - Teachers at this level are master teachers or are emerging into master teacher level. Their classrooms, comprised of a community of learners, operate at a consistently high level. Students are highly motivated, actively engaged, and are encouraged to assume responsibility for their own learning.

TEACHER NAME: _____

GRADE/SUBJECT: _____

DATE: _____

EVALUATOR: _____

TITLE: _____

ESSENTIAL STUDENT UNDERSTANDING OF THE LESSON TO BE ACCOMPLISHED:

HASBROUCK HEIGHTS PUBLIC SCHOOLS THE FRAMEWORK FOR TEACHING: AN OVERVIEW

The framework for teaching (as described by Charlotte Danielson) identified those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although they are not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

In this framework, the complex activity of teaching is divided into 22 components clustered into the following 4 domains of teaching responsibility:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The components of professional practice constitute a comprehensive framework reflecting the many different aspects of teaching. Although the components are distinct, they are, of course, related to one another. A teacher's planning and preparation affect instruction, and all these are affected by the reflection on practice that accompanies a unit or lesson. In addition, many features of teaching, such as the appropriate use of technology or a concern for equity, do not each constitute a single component but rather apply to them all.

WHY HAVE A FRAMEWORK?

Such procedures are the public's guarantee that the members of a profession hold themselves and their colleagues to high standards of practice. Similarly, a framework for teaching is useful not only to practicing educators but also to the larger community, because it conveys that educators, like other professionals, are members of a professional community.

A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a road map through the territory, structures around a shared understanding of teaching. Novice teachers, of necessity, are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues do so as well; accomplished teachers may want to move toward advanced certification and serve as a resource to less-experienced colleagues.

A REFLECTION OF THE COMPLEXITY OF TEACHING

More recent research has confirmed that teaching is also cognitively demanding; a teacher makes hundreds of nontrivial decisions daily, from designing lessons, to responding to students' questions, to meeting with parents. In other words, teaching is a *thinking* person's job; it is not simply a matter of following a script or carrying out other people's instructional designs.

Domain 1 "Planning and Preparation"

Teacher Name _____

Grade _____

Date _____

1 a

Demonstrating Knowledge of Content and Pedagogy

☐ Needs Improvement
☐ Basic
☐ Proficient
☐ Distinguished

1 b

Demonstrating Knowledge of Students

☐☐☐☐☐

1 c

Selecting and Implementing Instructional Outcomes

☐☐☐☐☐

1 d

Demonstrating Knowledge of Resources

☐☐☐☐☐

1 e

Demonstrating and Implementing Coherent Instruction

☐☐☐☐☐

1 f

Demonstrating Student Assessment

☐☐☐☐☐

Domain 2 "The Classroom Environment"

Teacher Name _____

Grade _____

Date _____

2 a

Creating an Environment of Respect and Rapport

☐

Needs Improvement

☐

Basic

☐

Proficient

☐

Distinguished

2 b

Establishing a Culture and Climate for Learning

☐☐☐☐

2 c

Managing Classroom Procedures

☐☐☐☐

2 d

Managing Student Behavior

☐☐☐☐

2 e

Organizing Physical Space to Make Learning Accessible to Students

☐☐☐☐

Domain 3 "Instruction"

Teacher Name _____

Grade _____

Date _____

3 a

Communicating with Students

☐

Needs Improvement

☐

Basic

☐

Proficient

☐

Distinguished

3 b

Using Questioning and Discussion Techniques

☐
☐
☐
☐

3 c

Engaging Students in Learning

☐
☐
☐
☐

3 d

Using Assessment in Instruction

☐
☐
☐
☐

3 e

Demonstrating Flexibility and Responsiveness

☐
☐
☐
☐

Hasbrouck Heights Public Schools
Interview Protocol for the Observation Pre-Conference (Planning Conference)

FORMAL CLASSROOM OBSERVATION

TEACHER _____ SCHOOL _____

GRADE LEVEL(S) _____ SUBJECT(S) _____

OBSERVER _____

TITLE _____ DATE _____

Questions for discussion will be provided to the teacher prior to the scheduled date of the Pre-Conference. Once completed, the teacher will forward to the observer and will be used as the basis of discussion for the Pre-Conference.

1. What is the essential question for this lesson?
2. To which unit of study and standards does this lesson relate?
3. How will you engage the students in the learning process?
4. Describe what you hope to achieve through your planning of the lesson.
5. Describe the learning process (include materials, grouping, resources etc.)
6. How will you differentiate instruction for individual students or groups of students?
7. What is your assessment criteria? Be specific in describing assessment/s used.
8. Is there anything that you would like me to specifically observe during the lesson?

Hasbrouck Heights Public Schools Post-Observation Conference Protocol

Name: _____ Observation Date: _____

Post-Observation Conference Date: _____ Time: _____

Observation: _____

1. Prior to the Post-Conference the teacher reflects on the lesson by considering The Framework for Teaching (TFFT).
 - a. As I reflect on the lesson, to what extent were students productively engaged?
 - b. Did the students learn what I intended them to learn?
 - c. Were my instructional goals met? Or how will I know? and when?
 - d. Did I alter my instructional plan as I taught the lesson? Why?
 - e. If I Had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

HASBROUCK HEIGHTS PUBLIC SCHOOLS
CLASSROOM OBSERVATION SUMMARY

DOMAIN	NEEDS IMPROVEMENT	BASIC	PROFICIENT	DISTINGUISHED

Commendations:

Recommendations:

Pre-Observation Conference: _____ Post-Observation Conference: _____
Date Date

Comments Attached _____ Yes
_____ No

Evaluatee's Signature Date

Evaluator's Signature Date

The staff member whose signature appears above has reviewed this report. Signing this report does not constitute agreement by the staff member, rather that the report has been reviewed

Teacher Date

MPPR: Principal Evaluation Description around our New Jersey Pilot Project

Research supporting the alignment between the MPPR rubric and the ISLLC standards

The MPPR is organized around the six ISLLC Standards (Shared Vision of Learning, School Culture and Instruction, Safe, Efficient, Effective Learning Environment Community, Integrity, Fairness, Ethics, Political, Social Economic, Legal and Cultural Context). Each MPPR Domain is named for and defined by the ISLLC standard that it assesses.

In creating the rubric, the functions from all ISLLC standards were listed together, then clustered and titled, creating the 5 dimensions of the rubric:

- Culture
- Instructional Program
- Capacity Building
- Strategic Planning
- Sustainability

The functions were then pushed back into their original ISLLC standards, determining which dimensions appear in the rubric Domain. Only the dimensions that include standards from the domain appear in that domain, so some dimensions appear in more than one domain and not all five dimensions appear in every domain. In the body of the rubric, the actual functions from ISLLC standards are bolded.

All of the ISLLC functions are assessed by the MPPR, though four of these functions do not appear as explicit, bolded statements in Part 1. Three functions from ISLLC Standard 1 that focus on goal setting and attainment are embedded throughout MPPR, Part 2: Goal Setting and Attainment. One function from ISLLC Standard 4, related to productive relationships with community partners, is not explicitly listed in MPPR Part 1, but is implicit throughout the MPPR, in all descriptors that reference stakeholder involvement.

The design and articulation of the MPPR rubric and the ISLLC Standards was informed by the most current research and work in the area of principal evaluation, including the National Comprehensive Center for Teacher Quality Report on Evaluating School Principals (Brown-Sims, 2010), Wallace Foundation (2009, 2010), and by the review of extensive measures including the Vanderbilt Assessment of Leadership in Education (2008), the NYC Leadership Academy performance planning worksheet, the Diagnostic Assessment of School and Principal Effectiveness (Ebmeir 1992), the Achievement First performance growth plan, the Leadership Practices Inventory (Kouzes and Posner (2002) and the Pittsburgh Principal Assessment (PULSE). Our addition of a goal-setting and support rubric stemmed from the realization that the effective articulation and deployment of goals with concomitant actions was critical for principals to support teaching and learning. There is extensive research and theoretical evidence in support of leaders developing, having, sharing and even co-constructing a clear vision that informs decision-making and action planning. Some of this supporting evidence is found in the work of Berkman and Lieberman (2008), Hallinger and Heck (2001), Goldring, Murphy, et. al., of Vandervilt University, the compiled work by Wallace Foundation, 2007 and 2010 and the extensive work of Hargreaves and Fink, 2005.

Research and evidence that informs the validity of the MPPR as a tool for assessing principals

The MPPR instrument is grounded in an extensive review of the literature on principal assessments and evaluation processes including the work of Wallace Foundation, Society of Organizational Learning, the National Comprehensive Center for Teacher Quality, and Vanderbilt University. Evident in all of this research is a tight coupling between leadership behaviors and student learning, especially when the leadership is distributed throughout the school so that leadership strengthens the professional community. We also drew from systems thinking and system dynamics, theoretical work on sustainable leadership by Fullan, Hargreaves and Fink (2007) and the literature on organizational leadership in large scale organizations. This research asserts the importance of understanding the role of principals within the larger system and the interconnectedness between their beliefs and behaviors and the culture of the school.

We also drew on our experience with hundreds of principals and over 15 years of extensive work in schools. Our own research and extensive work in the field led us to design this tool as a goal-setting device, a formative assessment tool as well as a summative measure. Our intent is for the MPPR to be used as the basis for a 360-degree evaluation, as a tool for evaluating effective instructional leadership practices and behaviors, and as a means to inform targeted professional development.

In the process of designing the MPPR rubric, we have been shared it with principals and assistant superintendents from throughout the state to further establish its content and construct validity. The tool has been formally endorsed by the NYSED as an approved measure and has been selected by many school districts throughout the state of NY. Over half of the Boards of Cooperative Education Services (BOCES) have offered one or more learning opportunities related to the MPPR.

Degree to which the MPPR defines and differentiates levels of performance

The rubric has four performance rating categories that match the ratings of highly effective, effective, developing, and ineffective. The rubric is highly diagnostic in nature, enabling users to gather fine-grained data on specific leadership behaviors as well as clustered information on the six ISSLC Standards and the 6 MPPR dimensions of culture, capacity building, goal setting, strategic planning, instructional program and sustainability.

The rubric clearly differentiates each of the levels while at the same time enabling its users to use descriptors to guide their ability to move incrementally from one level to another. It is purposefully designed to differentiate principals who are excelling from those that are struggling. Level 1 is written in such a way that enables users to "visualize" the beliefs, behaviors and actions which are evident and not just those that are missing. The third level (effective) anchors the expectations that define the standard. The highest level depicts the highest or world class standard which is meant to both guide and inspire the utmost levels of attainment. This level underscores the importance of creating school- and system-wide collaborative cultures focused on sustainable school improvement. By anchoring the rubric on the ISLLC Standards and

functions and using evidence-based behavioral and observable terminology to characterize the descriptors in each level of the rubric we aimed at supporting the use of this rubric within and across school buildings and districts.

Language that supports the Pilot Project Description

Alignment between the MPPR and the Framework for Teaching

There is a very strong alignment between the MPPR and the Framework for Teaching. Domain 2 of the MPPR, *School Culture and Instructional Program*, assesses and supports principals' attention to the development of their own and others' leadership capacity relative to high quality instruction. It includes the principal's ability to develop and monitor assessment and accountability systems and ongoing use of data to evaluate the impact of the instructional program. It also integrates the proactive use of technology, the articulation of explicit and high expectations for instructional practice, and ability to promote a culture of continuous improvement.

One of the 5 dimensions of the MPPR is *Instructional Program*, which is defined as "the design and delivery of high quality curriculum that produces clear evidence of learning." This dimension appears in Domain 2 (School Culture and Instructional Program) and Domain 3 (Safe, Efficient, Effective Learning Environment). Descriptors in the Instructional Program dimension focus on allocation and protection of time for quality instruction and student learning, development of comprehensive, rigorous and coherent standards-based curricular program, and the supervision of instruction. The table below delineates the relationship between the MPPR Domains and the Framework for Teaching Domains.

MPPR Domains	Danielson's Framework for Teaching Domains
Domain 1 Shared Vision of Learning	Domain 2 (The Classroom Environment) b) establishing a culture for learning Domain 3 (Instruction) c) Engaging students in learning Domain 4 (Professional Responsibilities) a) Reflecting on teaching d) Participating in a professional community e) Growing and developing professionally
Domain 2 School Culture and Instructional Program	Domain 1 (Planning and Preparation) a) Demonstrating knowledge of content and pedagogy b) Demonstrating knowledge of students c) Setting instructional outcomes d) Demonstrating knowledge of resources e) Designing coherent instruction

	f) Designing student assessments Domain 2 (The Classroom Environment) b) Establishing a culture for learning Domain 3 (Instruction) a) Communicating with students b) Using questioning and discussion techniques c) Engaging students in learning d) Using assessment in instruction e) Demonstrating flexibility and responsiveness Domain 4 (Professional Responsibilities) a) Reflecting on teaching b) Maintaining accurate records e) Growing and developing professionally
Domain 3 Safe, Efficient, Effective Learning Environment	Domain 2 (The Classroom Environment) a) Creating an environment of respect and rapport c) Managing classroom procedures d) Managing student behavior e) Organizing physical space
Domain 4 Community	Domain 4 (Professional Responsibilities) c) Communicating with families f) Showing professionalism
Domain 5 Integrity, Fairness, Ethics	Domain 3 (Instruction) d) Using assessment in instruction Domain 4 (Professional Responsibilities) b) Maintaining accurate records f) Showing professionalism
Domain 6 Political, Social, Economic, Legal and Cultural Context	Domain 4 (Professional Responsibilities) f) Showing professionalism
Goal Setting and Attainment	Supports Goals set using components of Domains 1-4

Ways in which the MPPR supports goal setting

A separate, second part of the MPPR supports Goal Setting and Attainment and has four dimensions that are arranged to scaffold a goal setting and attainment process, from the initial defining of goals, through action planning, implementation and monitoring of actions, and evaluation.

Language that supports the Pilot Project Description

Depending on the scope and depth of the school and district's needs, MPPR support occurs in both onsite and technology-assisted formats. Awareness level experiences develop and deepen familiarity with the rubric, explore the meaning behind the rhetoric, and help principals, their colleagues, supervisors and others they work with to make direct connections to principal practice. Support that focuses on implementation of the MPPR as part of an ongoing professional assessment system promotes its use as a diagnostic, formative and summative assessment tool and assists districts in building a professional assessment system around the MPPR or in incorporating the MPPR into their existing professional assessment system and processes. Evaluator training includes ongoing, scaffolded opportunities to use the rubric in guided practice as well as actual application and includes regular debriefing, and trouble shooting opportunities for both evaluators and the principals they are assessing to re-calibrate approaches and assessment, surface questions, and consider next steps. Access to a growing community of MPPR users can provide additional support, beyond formal professional development opportunities.

Multidimensional Principal Performance Rubric

Introduction

This rubric has been designed to support principals and superintendents as they work to make explicit connections between the actions, decisions and learning of school leaders and the improvements to teaching and learning in the schools they lead.

The MPPR has two major components. The first supports the use of the Educational Leadership Policy Standards: ISLLC 2008. This component is organized by ISLLC domain, with five dimensions, culled by clustering and categorizing the ISLLC “functions.” These dimensions (Culture, Sustainability, Instructional Program, Capacity Building and Strategic Planning Process) are consistent throughout this component, though not all appear in every domain. Descriptors are specific to each domain. The second component of the MPPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation and monitoring and evaluation.

The MPPR was designed to be flexible and maximize alignment between and among multiple uses and users, ideally supporting the development of a community of leaders committed to improving practice and learning, and so is meant to be used as a guide as well as an assessment tool. Built into the rubric are explanations of terms, images of excellence, and the opportunity to development common language and a sense of working toward common goals. Some of the ways in which we can imagine this tool being used are outlined below.

Principals can use the tool:

- as a self-assessment
- to establish a baseline for professional goal setting
- as an ongoing touchstone for monitoring progress
- to provide a context for reflection
- to prompt professional inquiry and learning
- to support discourse around professional practice

Superintendents can use the MPPR to:

- document baseline observations about principal practice
- support principals in setting and attaining goals
- uncover entry points for collaboration, influence and intervention
- support differentiation by aligning professional development opportunities and resources with needs
- monitor connections to and progress toward the district’s vision, goals, improved teacher practice and student learning
- support diagnostic, formative and summative assessments
- provide purpose and context for evidence gathering and the use of data

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	claims to have a vision and mission for the school, but keeps it private school vision and mission are unrelated to the district vision and mission disregards the need to use the school's vision and mission to guide goals, plans and actions	identifies the school's vision and mission, and makes them public school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought refers to the school vision and mission as a document unconnected to programs, policies or practices	collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning school vision and mission aligns with the vision and mission of the district explicitly links the school's vision and mission to programs and policies	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<p>acknowledges the need for communication and collaboration</p> <p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p> <p>creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p>	<p>considers proposals for collaborative structures and projects</p> <p>encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning of concepts or processes in deductive or inductive ways</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>maintains a hands off approach to instruction</p> <p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"</p> <p>allows actions that disrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p> <p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work</p> <p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	<p>assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>is unaware of effective and appropriate technologies available</p>	<p>invests in activities that promote the development of a select group of leaders</p> <p>provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>develops the instructional and leadership capacity of staff</p> <p>promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	<p>uses "accountability" to justify a system that links student achievement with accolades and blame</p>	<p>assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.</p>	<p>facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.</p>