

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 4, Indicator 4.1: <i>School leadership fosters a positive school climate and provides support for a safe and respectful environment.</i>			
4.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The physical structure of the school does not provide a safe, healthy, orderly, and equitable learning environment.	The physical structure of the school generally provides students and staff with a safe, healthy, orderly, and equitable learning environment, but areas of the physical structure need improvements.	The physical structure and condition of the school provide all students and staff members with a safe, healthy, orderly, and equitable learning environment.	The school has developed a long-term, proactive plan to update the physical structure and condition of the school to continuously ensure a safe, healthy, orderly, and equitable learning environment.
School leadership has not provided professional development on classroom management techniques and methods for handling discipline problems effectively.	School leadership provides professional development on classroom management techniques and methods for handling discipline problems effectively, but the professional development is not ongoing and/or it has not been extended to all staff members.	School leadership provides professional development on classroom management techniques and methods for handling discipline problems effectively to all staff members, and they receive ongoing support.	Staff leadership provides ongoing professional development on classroom management techniques and methods for handling discipline problems effectively to all staff members, and regularly monitors, evaluates, and revises techniques and methods.
School leadership has not established operational procedures to minimize disruptions (e.g., discipline procedures, suspensions, money collections, announcements).	School leadership establishes operational procedures to minimize disruptions, but the procedures are not always enforced.	School leadership establishes operational procedures to minimize disruptions and the procedures are enforced.	School leadership, in collaboration with staff members and students, if appropriate, establishes operational procedures to minimize disruptions and the procedures are posted and practiced by all members of the school community.
School leadership collects discipline data (i.e., number of referrals, type of offense, suspensions) are not collected.	School leadership collects discipline data, but does not analyze data to determine trends or identify areas of concern.	School leadership collects and analyzes discipline data to determine trends and identify areas of concern.	School leadership collects and analyzes discipline data to determine trends and identify areas of concern, and uses the results to drive decision and policy making.

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Element 4, Indicator 4.2: School leadership implements practices that focus on high achievement for all students.			
4.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not implement practices that focus on high achievement for all students.	School leadership implements practices that focus on high achievement for some students.	School leadership implements practices that focus on high achievement for all students.	School leadership implements practices that focus on high achievement for all students and, students are fully aware of the expectations.
School leadership does not provide teachers opportunities to share successful practices.	School leadership provides teachers with infrequent, informal opportunities to share successful practices.	School leadership provides teachers with regular, formal opportunities to share successful practices.	School leadership protects collaboration time within the school schedule for teachers to share successful practices.

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Essential Elements Rubric

Element 4, Indicator 4.3: <i>All teachers hold high academic and behavioral expectations for all students.</i>			
4.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not set high academic expectations for students.	Some teachers set high academic expectations for students.	Teachers set high academic expectations for students.	All teachers set high academic goals and assist students to set individual goals to meet high academic expectations.
Teachers do not hold high behavioral expectations for all students.	Teachers express high behavioral expectations to all students, but they do not consistently enforce them.	Teachers communicate high behavioral expectations to all students and consistently enforce them.	Teachers communicate high behavioral expectations to all students, consistently enforce them, and assist students to set individual behavioral goals to meet high behavioral expectations.

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Essential Elements Rubric

Element 4, Indicator 4.4: All teachers and nonteaching staff participate in decision-making processes related to teaching and learning.			
4.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few teachers and nonteaching staff members participate in decision-making processes related to teaching and learning.	Some teachers and nonteaching staff members participate in decision-making processes related to teaching and learning.	Teachers and nonteaching staff members may participate in decision-making processes related to teaching and learning.	All teachers and nonteaching staff members actively participate in decision-making processes related to teaching and learning.
Few teachers and nonteaching staff implement formal structures and systems (e.g., book study group, professional learning community) to promote collaboration and collegiality among staff members in decision-making processes related to teaching and learning.	Some teachers and nonteaching staff implement formal structures and systems (e.g., book study group, professional learning community) to promote collaboration and collegiality among staff members in decision-making processes related to teaching and learning.	Teachers and nonteaching staff implement formal structures and systems (e.g., book study group, professional learning community) to promote collaboration and collegiality among staff members in decision-making processes related to teaching and learning.	All teachers and nonteaching staff implement formal structures and systems (e.g., book study group, professional learning community) to promote collaboration and collegiality among staff members in decision-making processes related to teaching and learning.

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Essential Elements Rubric

Element 4, Indicator 4.5: <i>All teachers recognize and accept their professional role in student successes and failures.</i>			
4.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not recognize and accept their professional role in student successes and failures.	Some teachers recognize and accept their professional role in student successes and failures.	Teachers recognize and accept their professional role in student successes and failures.	All teachers recognize and accept their professional role in student successes and failures; they collaboratively develop formal guidelines and support structures to promote teacher efficacy.
Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement.	Teachers reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices.	Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed.	Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed and share the process with others.
Teachers do not provide students with opportunities to evaluate lessons or activities and provide feedback.	Some teachers provide students with opportunities to evaluate lessons or activities and provide feedback	Teachers provide students with opportunities to evaluate lessons or activities and provide feedback.	Teachers provide students with opportunities to evaluate lessons or activities and provide feedback, and use the evaluations to change instructional practice.

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Essential Elements Rubric

Element 4, Indicator 4.6: School leadership builds effective, flexible master schedules, and makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.			
4.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership teams do not build effective master schedules to maximize opportunities for all students.	School leadership teams build master schedules that reflect some change but do not maximize opportunities for all students.	School leadership teams build effective master schedules that maximize opportunities for all students.	School leadership teams build effective master schedules that maximize opportunities for all students.
School leadership does not use student performance data to identify teacher instructional strengths to make teaching assignments.	School leadership infrequently uses student performance data to determine teacher instructional strengths, but do not use the data to make teacher assignments.	School leadership uses student performance data to determine teacher instructional strengths and then make teacher assignments to maximize opportunities for all students.	School leadership uses student performance data to determine teacher instructional strengths and then make teacher assignments to maximize opportunities for all students.
School leadership does not adhere to state guidelines regarding student/teacher ratio.	School leadership adheres to state guidelines regarding student/teacher ratio in few classes.	School leadership adheres to state guidelines regarding student/teacher ratio in all classes.	School leadership adheres to state guidelines regarding student/teacher ratio in all classes.

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Essential Elements Rubric

Element 4, Indicator 4.7: <i>All teachers communicate regularly with families about individual student progress.</i>			
4.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not contact families to discuss student progress.	Teachers contact families only when discipline issues or negative academic behaviors occur.	Teachers contact parents regularly and frequently to discuss student progress.	Teachers establish schoolwide communication procedures to contact parents regularly and frequently concerning all aspects of student progress.
Teachers do not involve students in reporting student progress to families. (e.g., student-led conferences, journals, portfolios)	Some teachers involve students in reporting student progress to families. (e.g., student-led conferences, journals, portfolios)	Teachers actively involve students in reporting student progress to families. (e.g., student-led conferences, journals, portfolios)	Teachers collaborate with students to initiate opportunities to demonstrate their progress to their families and/or community members (e.g., math night, science fair, project based exhibits, foreign language festival).
The school does not have a list of students identified for risk of failure.	The school has a list of students identified for risk of failure, but the students are not provided additional assistance or the list is not effectively maintained.	The school has an effectively maintained list of students identified for risk of failure, students are provided additional assistance and student progress is consistently monitored.	The school has an effectively maintained database of students identified for risk of failure and established procedures for intervention and progress monitoring of students on the list.

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Essential Elements Rubric

Element 4, Indicator 4.8: All teachers and staff provide time and resources to support students' learning opportunities.			
4.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers and staff do not provide opportunities for students to exercise leadership (i.e., Student Council, class officers).	Teachers and staff provide opportunities for students to exercise leadership (i.e., Student Council, class officers), but the opportunities are infrequent or informal.	Teachers and staff provide students with formal opportunities to exercise leadership (i.e., Student Council, class officers).	Teachers and staff actively recruit students and provide time and resources for leadership training (i.e., Student Council, class officers). Teachers and staff then mentor students in leadership capacities.
Teachers and staff interactions with students do not support student learning (e.g., academic performance, attendance, behavior and individual needs of students).	Teachers and staff interactions with students primarily focus on behavioral issues and do not always support student learning (e.g., academic performance, attendance, behavior and individual needs of students).	Teachers and staff interactions are frequent and meaningful and support student learning (e.g., academic performance, attendance, behavior and individual needs of students).	Teachers and staff nurture students by extending appropriate, positive interactions into areas of student interest beyond classroom instruction and/or school to support student learning.
Teachers and staff have not established a formal mentorship program at the school.	Teachers and staff have established a formal mentorship program, but the program does not meet regularly or the time is not used effectively to support student learning.	Teachers and staff have established an effective formal mentorship program that meets regularly and supports student learning.	Teachers and staff support an established and effective mentorship program that meets regularly at the school and partners with community organizations to provide additional mentoring/advocacy resources for students.

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Essential Elements Rubric

Element 4, Indicator 4.9: School leadership and all teachers celebrate student achievement publicly.			
4.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and teachers do not display student work in the school.	School leadership and teachers display some student work in the school but not in most classrooms and/or not in prominent display areas within the school (i.e., cafeteria, hallways).	School leadership and teachers display student work in classrooms and in prominent areas of the school.	Student work is displayed in classrooms and prominent areas of the school and is used to set expectations and guide student self-reflection.
School leaders and teachers do not share student achievements outside of the school setting.	School leaders and teachers share student achievements outside of the school setting, but only with parents and families.	School leaders and teachers share student achievements with parents, families, and the larger community outside of the school setting.	School leaders and teachers collaborate with the community to publicize student achievements and to provide additional sources of recognition (e.g., scholarships, awards).
School leaders and teachers do not provide and/or encourage opportunities for students to achieve outside of the classroom setting (e.g., scholastic meets, drama performances, science fairs, language festivals, writing or speaking competitions, math competitions).	School leaders and teachers provide and/or encourage opportunities for students to achieve outside the classroom setting, but opportunities are limited or concentrated in one area (i.e., sports).	School leaders and teachers provide and encourage multiple opportunities (e.g., scholastic meets, drama performances, science fairs, language festivals, writing or speaking competitions, math competitions) for students to achieve outside of the classroom setting.	School leaders and teachers seek partnerships, grants and other community resources to provide and encourage multiple opportunities for students to achieve outside of the school setting.
School leaders and teachers do not celebrate student accomplishments.	School leaders and teachers celebrate student accomplishments, but celebrations are infrequent (i.e., end-of-the-year assembly).	School leaders and teachers frequently and regularly celebrate student accomplishments in assemblies and events (i.e., quarterly assemblies).	School leaders and teachers frequently celebrate and publicize (e.g., newspaper, radio, exterior marquee) student accomplishments in assemblies, events, and community functions.

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Essential Elements Rubric

Element 4, Indicator 4.10: All school staff and students practice equity and demonstrate respect for diversity.			
4.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few school staff and students practice equity or demonstrate respect for diversity.	Some school staff and students practice equity and demonstrate respect for diversity.	School staff and students practice equity and demonstrate respect for diversity.	All school staff and students practice equity and demonstrate respect for diversity.
Few school staff carefully considers equity and respect for diversity when making curriculum decisions or intentionally integrate a variety of culturally diverse resources and/or texts.	Some school staff carefully considers equity and respect for diversity when making curriculum decisions or intentionally integrates a variety of culturally diverse resources and/or texts.	School staff carefully considers equity and respect for diversity when making curriculum decisions or intentionally integrate a variety of culturally diverse resources and/or texts.	School staff carefully considers equity and respect for diversity when making curriculum decisions and intentionally integrates a variety of culturally diverse resources and/or texts.
Few students are provided learning opportunities inside and outside the school setting that focus on mutual respect and diversity.	Some students are provided learning opportunities inside and outside the school setting that focus on mutual respect and diversity.	Students are provided learning opportunities inside and outside the school setting that focus on mutual respect and diversity.	All students are provided learning opportunities inside and outside the school setting that focus on mutual respect and diversity.

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Essential Elements Rubric

Element 4, Indicator 4.11: Students assume leadership roles in the classroom, school, cocurricular activities, extracurricular activities, and community.			
4.11 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few students are encouraged to assume leadership roles in the classroom or school.	Some students are encouraged to assume leadership roles in the classroom or school.	Students are encouraged to assume leadership roles in the classroom or school.	All students are encouraged to assume leadership roles in the classroom or school.
Few students are encouraged to assume leadership roles in cocurricular or extra-curricular activities.	Some students are encouraged to assume leadership roles in cocurricular and/or extra-curricular activities.	Students are encouraged to assume leadership roles in cocurricular and/or extra-curricular activities.	All students are encouraged to assume leadership roles in cocurricular and/or extra-curricular activities.
Few students are encouraged to assume leadership roles in community activities.	Some students are encouraged to assume leadership roles in community activities.	Students are encouraged to assume leadership roles in community activities.	All students are encouraged to assume leadership roles in community activities.