The CAR Rubric
Supporting a Cycle of Continuous School Improvement

Element: Standards, SLOs, and Effective Instruction	Not Addressed	Emerging	Developing	Sustaining
Focus on Student Learning	We have not agreed upon a set of guiding questions that will help create a common focus on student learning.	We have adopted a set of guiding questions to focus our conversations on student learning.	We have adopted a set of guiding questions and key conversations and are beginning to collaboratively address the questions in our PLC teams.	Our PLC teams regularly address a set of guiding questions by engaging in key conversations. Answers to the questions are reflected in our instructional units.
Standards and Student Learning Objectives	We have not unpacked the standards into clear, specific, student-friendly learning objectives (SLOs).	We have started to unpack the standards into clear student learning objectives (SLOs).	We have unpacked the standards into SLOs and have developed instructional units that clearly communicate which SLOs will be taught and assessed in each unit.	We consistently implement, revise, and reflect on SLOs as we deliver our instructional units. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design.
Alignment	We have not aligned standards, student learning goals, instructional models/student strategies/ activities/resources, formative assessments, summative assessments and instructional activities.	We have aligned our SLOs to the standards and have begun to collaboratively build instructional units by developing assessments and instructional models/student strategies/activities/resources that are aligned to those SLOS.	We have aligned all components of our instructional units.	We have aligned all components of our instructional units. We consistently use student data results to reflect on and revise all components to ensure tight alignment.
Effective Instruction	We have not worked collaboratively to determine which instructional models/student strategies/activities and resources will engage students and enable them to master specific SLOs.	We have shared some instructional models/student strategies/activities and resources that we feel will help students master specific SLOs.	We have collaboratively analyzed student data and discussed which instructional models/student strategies/activities and resources contributed to successful student outcomes.	We consistently share and model instructional models student strategies/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data. The most effective instructional elements are embedded into our units of study.
Social and Emotional Learning (Curriculum Embedded)	We have not identified the SEL competencies appropriate to embed into our instructional units.	We have identified the SEL competencies appropriate to embed into our instructional units. We have developed SLOs for our grade level/content area based on the competencies.	We have identified the SEL competencies appropriate to each unit. We have developed SLOs and embedded them into the instructional units where they will be taught and assessed.	We consistently implement, revise, and reflect on SLOs aligned to the SEL competencies. We assess students to determine their progress in meeting those SLOs, and use the assessment data to drive changes in instruction and unit design.

Element: Assessment	Not Addressed	Emerging	Developing	Sustaining
Summative Assessments	We have not developed common summative assessments.	We have begun to develop common summative assessments for specific instructional units.	We have developed common summative assessments for some instructional units and we collaboratively analyze student summative data to determine student progress in mastering the SLOs for those units.	We have developed common summative assessments for all instructional units. We collaboratively analyze student summative data to determine student mastery, to plan next steps in instruction, and to reflect on and revise unit instruction and/or assessments.
Pre-Assessments	We have not developed common pre-assessments.	We have begun to develop common pre-assessments for specific instructional units.	We have developed common pre-assessments for some instructional units and we collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs.	We have developed common pre-assessments for all instructional units. We collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. We use this data to form flexible groups and develop differentiated learning opportunities.
Formative Assessments	We do not utilize formative assessments to determine student progress in meeting SLOs.	We use formative assessments to determine student progress in meeting SLOs during daily instruction. We have not developed common formative assessments to administer at key points in the unit.	We consistently use formative assessments to monitor student progress during daily instruction. We have developed common formative assessments to administer at key points in the unit. We record formative assessment data and provide specific feedback to students. The formative assessment drives next steps in instruction for teachers and allows students to make adjustments to their learning.	We consistently use formative assessments to monitor student progress during daily instruction. We have developed common formative assessments to monitor the progress of each SLO in a unit. We collaboratively analyze the results of common formative assessments and plan next steps for instruction including, differentiation and intervention. Students are provided targeted feedback, differentiated learning opportunities, and appropriate targeted interventions. We reassess to determine success of interventions. Successful differentiated activities and intervention strategies are embedded into instructional units.

Element: PLC	Not Addressed	Emerging	Developing	Sustaining
Teams/Focus/Goals	We are not organized into collaborative teams.	We are organized into collaborative teams, but we are not working on goals that are directly related to student learning.	We are organized into collaborative teams that work interdependently on common goals directly related to student learning.	We are organized into collaborative teams that focus their work on common goals directly related to student learning. The results of on-going analysis of student assessment data drives the work of our collaborative teams in achieving those goals.
Time	We are not provided time for collaborative job-embedded professional learning.	We use available after school meeting time for collaborative job-embedded professional learning.	We are provided at least one period a week of common planning time to focus on collaborative job-embedded professional learning.	We are provided common planning time at least three times a week for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed.
Norms	We have not developed team norms.	We have developed team norms.	We have developed team norms and review those norms before each meeting.	We have developed team norms and review the norms before each meeting. We periodically assess team adherence to the norms and consistently address violations of the norms to ensure that we are focused on student learning in an efficient and productive manner.
Conflict	We do not have an agreed upon method of resolving conflicts.	We have discussed how we will resolve conflicts in our team.	We have established an agreed upon method of resolving team conflicts, but do not consistently confront conflict and apply that method.	We have established and consistently apply an agreed upon method of resolving team conflicts. We understand that conflict can be productive if handled openly and resolved with a focus on what is best for student learning.

Element: Teacher and Principal Effectiveness	Not Addressed	Emerging	Developing	Sustaining
Connection between Student Learning and Educator Evaluation	Research-based evaluation frameworks are not utilized to evaluate teachers and principals. Little feedback is provided during the evaluation process. There is no connection between evaluation and professional learning.	Research-based evaluation frameworks are utilized to evaluate teachers and principals. All teachers and leaders have received sufficient training in the evaluation frameworks. We have begun to create a common language about effective teaching and leading. Feedback is provided after each formal evaluation. There is little connection between evaluation and professional learning.	Research-based evaluation frameworks are utilized to evaluate teachers and principals. The evaluation frameworks for teachers and leaders are aligned and we have created a common language about teaching and leading. All teachers and leaders have received sufficient training in the evaluation model. Meaningful feedback is provided after most formal and informal observations. The feedback includes connections to the instructional units that not only informs individual practice, but also informs the conversations of the PLC. Professional improvement plans are linked to individual needs identified through the evaluation process.	Aligned research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our instructional units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading. All teachers and leaders have received sufficient training in the evaluation frameworks.. Evaluation outcomes are used to not only improve individual practice but to focus on buidling collective effiicacy. Evaluation outcomes are used to not only improve individual practice but to focus on collective effiicacy. The data also informs unit revisions. Meaningful feedback is provided after all informal and formal observation. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. Instructional units provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.

Element: Culture	Not Addressed	Emerging	Developing	Sustaining
School Climate Team	We have not established a shared leadership team to focus on developing, fostering and maintaining a positive school climate for both students and adults.	We have established a shared leadership team to focus on developing, fostering and maintaining a positive school climate for both students and adults.	We have established a shared leadership team to focus on developing, fostering and maintaining a positive school climate for both students and adults. The team includes varied stakeholders and meets at least monthly. We have utilized key school climate team conversations to drive the development of a school climate team improvement plan. To ensure student voice and engagement, we invite students to join in the conversations where appropriate. We use some school climate data to derive the development of the school climate improvement plan.	We have established a shared leadership team to focus on developing, fostering and maintaining a positive school climate for both students and adults. The team includes varied stakeholders and meets at least monthly. We have utilized key school climate team conversations to drive the development of a school climate team improvement plan. To ensure student voice and engagement, we invite students to join in the conversations where appropriate. We consistently use a variety of school climate data to drive the development and on-going revision of the school climate improvement plan.
Clear Expectations for Student Behavior	We have not established clear expectations for student behavior.	We have established clear expectations for student behavior. Expectations are not reinforced consistently. Discipline is not fairly and consistently applied.	We have established clear expectations for student behavior. Expectations are reinforced consistently. Discipline is fairly and consistently applied.	We have established clear expectations for student behavior that are part of a larger plan to address students' social and emotional learning and character development. The expectations are connected to the student code of conduct. Teachers have collaboratively established consistent and grade-appropriate classroom rules that are aligned to the school's code of conduct.
Social and Emotional Learning (School-wide)	We have not identified SLOs in the area of social and emotional learning (SEL) to drive school-wide instruction with a focus on developing positive relationships.	We have identified SLOs for SEL that are taught to all students with a focus on developing positive relationships. They are taught by a designated staff member.	We have identified SLOs for SEL that are taught to all students with a focus on developing positive relationships. All staff has been trained and a majority of professional staff are responsible for teaching related lessons.	We have identified SLOs for SEL that are taught to all students with a focus on developing positive relationships. All staff has been trained and all members of the professional staff are responsible for teaching and reinforcing the lessons, creating a common language related to SEL. Parents are trained in the lessons so they can be reinforced at home. PLC grade level/content area teams also integrate SEL competencies into their instructional units in a purposeful way

				that ensures assessment of SEL objectives.
Social Environment - Students	Interactions among students and adults are often marked by disrespect. Students frequently experience teasing, bullying or exclusion. There is little tolerance for diversity and differences. There is little sense of belonging. Celebrations are rare. Students are not engaged in extra-curricular, service learning or community-related activities.	Some interactions among students and adults are marked by respect. Students sometimes experience teasing, bullying or exclusion. There is some degree of tolerance for diversity and differences. There is some sense of community and belonging. Celebrations are held once or twice a year. Some students are engaged in extra-curricular, service learning or community-related activities.	The majority of interactions among students and adults are marked by respect. Students have been taught social skills that help them successfully interact with both students and adults. Students infrequently experience teasing, bullying or exclusion and have been taught what to do in situations of normal conflict and bullying. Tolerance for diversity and differences is taught in most classes. There is a sense of community and belonging on the part of both students and staff. Celebrations are held throughout the school year to build school spirit. Students have an opportunity to take on leadership roles in planning and implementing school climate initiatives. Most students are engaged in extra-curricular, service learning or community related activities.	Mutual respect is one of the core values and is an expectation that has been clearly communicated to all stakeholders. Members of the school community hold each other accountable to meet this expectation. Students have been taught social skills that help them successfully interact with both students and adults. Adults model these skills in their interactions with both students and adults. Students infrequently experience teasing, bullying or exclusion, and have been taught what to do in situations of normal conflict and bullying. There is evidence that students apply these skills which are reinforced throughout the school year. Tolerance for diversity and differences is the focus of classroom and school-wide initiatives. Diversity and differences are viewed as strengths of the school community. There is a strong sense of community. All stakeholders feel a part of the school community. Celebrations are held throughout the year. Celebrations are purposeful and occur to send a bigger message that is related to school climate goals. Celebrations involve all stakeholders. Students have an opportunity to take on leadership roles in planning and implementing school climate initiatives. The majority of students are engaged in extra-curricular, service learning or community related activities.
Physical Environment	Physical spaces are not conducive to learning. School safety and emergency plans are not communicated clearly to all staff.	Some physical spaces are inviting and conducive to learning. School safety plans have been developed and clearly communicated to some staff.	The school has a physical environment that is conducive to learning. School plans have been developed in coordination with local police and clearly communicated to all staff. Parents and community members are	The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all

			aware that the school has plans that ensure the protection of all students.	staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities.
Rules/Norms: Students	School and classroom rules are not effectively communicated. Consequences are not clear and are not given consistently.	School rules are well communicated to all stakeholders. Consequences are clear and are sometimes given consistently.	School and classroom rules are clear and aligned and are communicated to all stakeholders. Consequences are clear and are given consistently.	School and classroom rules are clear and consistent with our core values and our SEL goals. All rules are communicated to all stakeholders. Consequences are clear and are given consistently. Emphasis is on discipline as a learning tool. Discipline related conversations reinforce SEL/CD goals.
Teaching and Learning	There is little student engagement in learning. There is little differentiation of instruction. Students do not feel challenged academically. Struggling students do not feel supported. There is no effective intervention system. Students do little collaborative work and do little peer and self-assessment. Students rarely set their own learning goals.	Students are sometimes engaged in learning. Teachers sometimes differentiate instruction to ensure they meet the needs of all learners. Formative assessment and feedback are sometimes used to support student learning. Interventions are not provided consistently. Students sometimes work collaboratively and sometimes engage in peer and self-assessment. Students sometimes set their own learning goals.	Students are frequently engaged in learning. Teachers frequently differentiate instruction based on formative assessment data. Students are provided with appropriate and timely feedback to enhance their ability to achieve learning objectives. There is a tiered intervention system in place. Students frequently work collaboratively and frequently engage in peer and self-assessment. Students frequently set their own learning goals.	Students are active partners in their learning. Teachers regularly differentiate instruction. Students are provided with appropriate and timely feedback to enhance their ability to achieve the learning objectives. Students feel ownership for their learning and often take initiative to ask questions and seek assistance as needed. Students support one another and have regular opportunities to peer and self-assess. Students regularly set their own learning goals based on these assessments.
Programs/Initiatives/ Approaches (PIA) Related to School Climate	We do not have programs, initiatives, approaches (PIA) that are directly related to a school climate improvement plan.	We have several PIA to support school climate improvement. Initiatives seem somewhat connected and purposeful. Leadership sometimes communicates the importance of embracing the new PIA. There is little on-going support for new programs. There is little communication about how PIA are directly connected to a coherent school climate improvement plan. Buy-in is weak.	We have established PIA to address specific school climate improvement goals. Our school community often understands why we are engaging in the PIA. Sometimes programs are modified to ensure they meet the needs identified in the School Climate Improvement plan. There is some on-going support for PIA but implementation is inconsistent.	We have established PIA to address specific school climate improvement goals. We communicate the purpose and connections between goals and PIA to all stakeholders to create a coherent approach to climate improvement. Leadership monitors the consistent implementation of any program or practice. During implementation, feedback in the form of formative student/climate data is used to modify PIA as necessary to ensure they meet specific needs addressed in the School

			An evaluation of the program/ practice is sometimes conducted to determine effectiveness. Buy-in is moderate.	Climate Improvement Plan. We assess the effectiveness of all initiatives and communicate the findings to all stakeholders. Buy-in is strong.

Element: Culture	Not Addressed	Emerging	Developing	Sustaining
Mission	We do not have a shared mission.	We have collaboratively developed a shared mission.	We have collaboratively developed a mission built on shared values and beliefs that contain references to the components of school climate.	We have collaboratively developed a mission built on shared values and beliefs that contain references to both academic and SEL. Our mission statement communicates where we want to go and how we will get there. We use our mission statement to drive our collective work. We revise the mission statement at least yearly based on new understandings of the practices that bring us closer to achieving the mission. The mission has been well communicated to all stakeholders.
Collegial Environment	Adult relationships are generally civil. Incidents frequently occur that demonstrate a lack of mutual respect. We do not regularly share our professional knowledge. It is easier to avoid conflict than confront issues that are barriers to creating a focus on student learning.	Adult relationships are generally civil. Some teachers have developed congenial relationships. Most staff members respect one another, but we do not have a structure to regularly share professional knowledge. It is easier to avoid conflict than confront issues that are barriers to creating a focus on student learning.	Adult relationships are generally congenial. Some teachers have developed more collegial relationships by consistently sharing professional knowledge in PLC teams. There is a general feeling of mutual respect. Some staff feel comfortable addressing conflict and voicing concerns.	Adult relationships are collegial. We have the structures in place that allow educators to regularly exchange professional knowledge. There is an agreed expectation that we treat each other with mutual respect. We have an agreed upon method resolving conflict and reaching consensus.

Element: Culture	Not Addressed	Emerging	Developing	Sustaining
Clear Expectations for Professional Behavior	We have not established clear expectations for professional behavior. There is little connection between the expectations for adult and student behavior.	We have developed a set of expectations for professional behavior. The connections between the expectations for adult behavior and student behavior is weak.	We have collaboratively developed a set of expectations for professional behavior. Formal leaders hold colleagues accountable for meeting those expectations. We have discussed the connection between the behavior of adults and the behavior of students.	We have collaboratively developed a set of expectations for professional behavior. We hold each other accountable for meeting those expectations. We consistently address behaviors that detract from our focus on student learning. There is a strong connection between the expectations for student and adult behavior.

Shared Leadership	Leadership is hierarchical. There is a divide between formal leaders and staff. There is little shared responsibility and accountability.	Leadership is limited to formal leaders or shared with a small group of people. Attempts are made to engage more teachers in decision making. Limited opportunities exist to take on leadership roles.	Formal leaders provide opportunities for teachers to demonstrate leadership. The leader consistently engages teachers in decisions and encourages them to take on both formal and informal leadership roles.	Leadership is shared. Every professional shares responsibility and accountability for student learning. There are numerous opportunities for teachers to demonstrate leadership. Practices and processes that drive higher levels of student learning can be sustained over time because they are not dependent upon a single or small group of leaders.
Communication of Connections Across the System	We are suffering from initiative fatigue. Programs and initiatives are disjointed. We consistently look outside ourselves for answers to identified problems. There is no on-going support for new programs. There is little buy-in because the majority of staff members have a "this too shall pass" attitude.	Initiatives seem somewhat connected and purposeful. Leadership sometimes communicates the importance of embracing new practices and/or programs. There is little on-going support for new programs. New programs are not modified to meet our students' specific needs. Buy-in is weak because some staff do not believe the change will be sustained.	A needs assessment process is used to identify areas of concern. Leadership works collaboratively with stakeholders to identify possible solutions. Our school community often understands why we are engaging in new programs/practices. Sometimes programs are modified to ensure they meet the needs of our students. There is some on-going support for new initiatives, but implementation is inconsistent. An evaluation of any new program/ practice is sometimes conducted to determine effectiveness.	Needs are identified through the collaborative analysis of student data. Solutions are developed collaboratively. Programs and best practices are modified as necessary to ensure they meet our students' specific needs. The CAR framework is used to communicate how decisions about engaging in any new programs or practices strengthen components of the roadmap. Leadership consistently communicates the connection between the new practice and our mission. Leadership monitors the consistent implementation of any new program or practice. During implementation, feedback in the form of student data is used to determine effectiveness
School Climate Data Collection and Analysis	We do not collect or analyze data related to school climate.	We collect data related to school climate.	We collect data related to school climate and analyze the data collaboratively to drive yearly school climate improvement plan development	We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate improvement plan development, reflection and revision.
School Climate Improvement Plan	We do not develop a school climate plan.	We develop a yearly school climate plan.	We develop a yearly school climate improvement plan that includes specific goals based on the analysis of school climate data. The plan is shared with stakeholders.	We develop a school climate improvement plan that includes specific measurable goals that are based on the analysis of school climate data. The plan is shared with stakeholders. Updates are provided regularly on progress in plan implementation.