**Professional Standards for Educational Leaders (PSEL) Rubric---------KENTUCKY**

**Standard 4: Curriculum, Instruction and Assessment**

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| **An Ineffective School Leader…** | **A Developing School Leader** | **An Accomplished School Leader** | **An Exemplary School Leader** |
|  |  | Includes all stakeholders in the development of and communication of coherent, culturally responsive systems of curriculum, instruction, and assessment, aligned with academic standards.  Maintains and utilizes PLCs or other data analysis teams vertically and horizontally to monitor and improve curriculum, instruction, and assessment to improve student learning.  Communicates high expectations for all and provides actionable feedback for continuous growth and improvement. (Rigorous Standards)  Viable and guaranteed curriculum for all (Marzano) by ensuring instructional practice that is authentic to student experiences, recognizes student strengths and is differentiated and personalized.  Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote academic success, love of learning, and support of the whole child.  the teaching and learning process for improvement of all learners.  Facilitates ongoing data related to all data disaggregation and use data to improve instruction. (SLLA)  Proactively provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.  Promotes effective use of technology in the service of teaching and learning  Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.  Promotes instructional practices that are consistent with knowledge of learning and development, effective pedagogy, and the needs of each learner. (research-based knowledge) (PSEL and NBCEL)  Provides actionable feedback to teachers for improvement in systems of curriculum, instruction, and assessment. |  |