

Analysis Dimension	Meeting the Standard	Progressing Toward the Standard	Not Meeting the Standard
<p>1.1 Cause Data & Instructional Strategies</p>	<p>The educator provides evidence of specific antecedents used in classrooms or school to increase student achievement effects (results) through teacher behaviors in the classroom (causes), and systematic teaching strategies. The educator modifies and adjusts antecedent cause data (teaching behaviors and practices), and shares with colleagues current research findings describing causes that produce the greatest gains in student achievement for all subgroups; effective cause strategies are implemented in classrooms or the school, and the Fishbone is frequently used to examine current data, determine root causes, and take action through effective intervention plans.</p>	<p>The educator recognizes effective teaching strategies that impact student thinking and reasoning as causes that lead to achievement effects (results), and is conversant with current research about the causes most apt to produce the greatest gains in student achievement for all subgroups. The educator recognizes that cause/effect data represents strong correlations, not actual causes. The educator is beginning to identify antecedents to improve student achievement based on available data.</p>	<p>The educator is not able to identify antecedents or leverage them to increase student achievement.</p>
<p>1.2 Administrative Structures & Conditions</p>	<p>The educator leverages a wide range of antecedent conditions and structures to increase student achievement, and monitors their impact with user-friendly data. The leader is adept at creating antecedents that increase student achievement, leveraging time, settings, and resources to align and focus efforts (i.e., tech capacity, time & opportunity issues, staff training, levels of implementation in specific teaching strategies).</p>	<p>The educator recognizes antecedents in terms of time, technology, training, logistics, and level of implementation, and applies them periodically to improve student achievement based on external research findings and antecedents employed in neighboring or comparable schools.</p>	<p>The educator does not view administrative structures of time, technology, textbooks, or training as possible antecedents for excellence that can be modified for improved student achievement.</p>