**Week 7-11 Arc of the Year Deliverable: Vision of Excellence for Rigor or FOI Alignment**

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| **KEY DECISION** | **QUESTIONS TO ASK**  *Some examples* | **DATE** | **Deliverable**  *Turned in to Reg. Supt.* | **Resource** |
| What is your Vision of Excellence for Rigor or FOI Alignment | - How do we define each component of the student outputs vision?  - How do we define each component of classroom climate vision?  - What are the benchmarks for proficiency on these components? | 9/24 | This Document: Vision of Excellence for Weeks 7-11 | * Norming Guidance in Toolkit |

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| **Vision of Excellence** *– What does this look like?* | |
| Rigor (MS/HS) | 1: Ineffective:   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   2: Emergent   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   3: Solid   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   4: Strong   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3] |
| FOI Alignment (ES) | 1: Does Not Meet   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   2: Partially Meets   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   3: Meets   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   4: Exemplar   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3] |
| FOI Pacing (ES) | What constitutes a teacher being off-pace? |
| Lesson Plan Review (ES) | 1: Ineffective:   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   2: Emergent   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   3: Solid   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3]   4: Strong   * [indicator for component 1] * [indicator for component 2] * [indicator for component 3] |