



## Domain I: Teacher Evaluation

<b>A. Quality of Feedback</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>Dialogue, courageous conversations, and actionable feedback include probing questions that lead to teacher self-reflection and improvement of professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Actionable feedback is shared through productive dialogue/coaching with recommendation(s) or directive(s) that will potentially have a positive effect on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is primarily a one-sided retelling or scripted notes with simple recommendation(s) or directive(s) that have little or no impact on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is often one-sided and contains only a retelling or script of what the evaluator saw during the observation.</li> </ul>
<b>B. Involvement and Knowledge of Curriculum, Instruction, Standards, and Assessment</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to district framework and state standards to effectively address all student-learning needs.</li> <li>Builds the capacity of staff to analyze standards, curricula, and aligned assessment to develop and implement standards-based lesson and unit plans linked to goals.</li> <li>Implements ongoing systems to review and improve unit and lesson plans based on student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to district framework and state standards to meet student learning needs.</li> <li>Leads analyses of standards curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to goals.</li> <li>Oversees teacher revisions to unit and lesson plans based on student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and supports the implementation of standards-based curriculum; attempts to align to district framework and state standards to meet student learning needs.</li> <li>Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans.</li> <li>Requests that teacher adjusts some unit and lesson plans based on student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no evidence or supporting curriculum that is aligned to standards.</li> <li>Use of misaligned lesson and units that are disconnected from goals.</li> <li>Rarely supports teacher lesson or unit plans based on student outcomes.</li> </ul>
<b>C. Procedural Compliance</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>All procedures and timelines are implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>Procedural and implementation errors are rare and have no substantive impact on teacher(s)' summative scores.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in procedures and/or implementation are common.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple errors in procedures and/or implementation are committed, the sum of which compromises the overall fidelity of the evaluation or has a substantive impact on teacher(s) summative scores.</li> </ul>



<b>D. Correlation of Evaluation and TVAAS Scores (Principals Only)</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>○ For those teachers who receive individual TVAAS scores, 10% or less of qualitative summative scores are outside of the allowable range of two.</li> </ul>	<ul style="list-style-type: none"> <li>○ For those teachers who receive individual TVAAS scores, 11%-20% of qualitative summative scores are outside of the allowable range of two.</li> </ul>	<ul style="list-style-type: none"> <li>○ For those teachers who receive individual TVAAS scores, 21%-29% of qualitative summative scores are outside of the allowable range of two.</li> </ul>	<ul style="list-style-type: none"> <li>○ For those teachers who receive individual TVAAS scores, 30% or more of qualitative summative scores are outside of the allowable range of two.</li> </ul>
<b>E. Implementation of Professional Development(PD) and/or Performance Improvement Plans(PIP)</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>○ Uses multiple sources of data to effectively differentiate PD and improvement plans with continued follow-through, support, and identified next steps (as appropriate)</li> <li>○ Ensures year-long plans align with school/district PD strategies and conducts mini-observations to ensure proper implementation.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses Project COACH evaluation rubric and district data to inform decisions on PD plans and PIPs with consistent follow-through and support.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses Project COACH evaluation rubric and district data to inform decisions on PD plans and PIPs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Plans are created in a generalized fashion with no correlation to Project COACH evaluation rubric or district data.</li> <li>○ No evidence of year-long plans.</li> </ul>



## Domain II: Culture for Teaching and Learning

A. Environment			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>Develops and sustains a safe, secure, and positive learning environment with clear expectations based on best practices, policies, and data review to engage and impact the education of the whole child.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes team input to establish a safety plan and discipline policy that assesses, monitors, and adjusts based on data to further and sustain a positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Little consistency as teachers generally develop expectations and consequences with varying levels of understanding and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Limited to no evidence of clear procedures, expectations or plan for discipline or safety.</li> <li>Improvements are necessary to foster a safe, secure, and disciplined learning environment.</li> </ul>
B. Student Engagement and Affirmation			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally</b></p> <ul style="list-style-type: none"> <li>Students are highly engaged in focused work as active learners and problem-solvers.</li> <li>Successes are shared and celebrations are embedded in all aspects of school life affirming the outcomes.</li> <li>Continuous collection of data to support effort, improvement and accomplishments of students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders establish and promote consistent student engagement.</li> <li>Consistent collection of data to publicly recognize students, effort, improvement, and accomplishments to increase school pride and morale.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of student engagement is sporadic.</li> <li>Develops and implements a plan to address compliance and achievement.</li> <li>Celebrations are sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Student engagement is neither evident nor a focus of administration.</li> <li>Celebrations are scarce and not part of a coordinated effort.</li> </ul>
C. Communication			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>Communication is clear on ways and times families can make contact and express concerns.</li> <li>Is visible and accessible. Responses are timely.</li> <li>Able to sustain positive, collaborative, and productive relationships with faculty, staff, families</li> </ul>	<ul style="list-style-type: none"> <li>School personnel employ effort to make positive calls/contacts to stakeholders.</li> <li>Families are provided options for making contact and expressing concerns. Administration and school staff schedule and reschedule meetings as warranted by circumstances and</li> </ul>	<ul style="list-style-type: none"> <li>Limited communication from administration.</li> <li>Phone calls and emails are not returned on timely basis.</li> <li>Does not always schedule, reschedule or attend meetings.</li> <li>Inconsistently uses sources/formats to communicate with stakeholders.</li> <li>Attempts to establish community</li> </ul>	<ul style="list-style-type: none"> <li>Leaves parent contact and communication to individual teachers.</li> <li>Most contacts made are of negative nature.</li> <li>Is often unavailable when stakeholders attempt to make contact.</li> <li>Does not utilize or maintain communication with stakeholders.</li> <li>Parents are often confused about the</li> </ul>



Administrator Evaluation Rubric – Revised 2018-2019 School Year

<p>and the community for the benefit of students.</p> <ul style="list-style-type: none"> <li>○ Is innovative in the use of multiple media sources/formats to ensure stakeholders are well-informed. Builds and maintains strong community partnerships to positively impact the school.</li> </ul>	<p>make effort to be visible and accessible</p> <ul style="list-style-type: none"> <li>○ Uses multiple media sources/formats to communicate with stakeholders.</li> <li>○ Utilizes community partnerships to support operations.</li> </ul>	<p>partnerships are limited.</p>	<p>chain of command and whom to contact or how.</p>
<b>D. Collaboration</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>○ Leverages leadership team input using vicarious and mastery experiences to build collaboration around teacher and staff ability to impact student learning and achievement.</li> <li>○ Monitors and utilizes best collaborative efforts to ensure a constant focus on student learning and to solve specific challenges.</li> <li>○ Holds collaborative teams accountable for their results.</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes a culture of collaboration with all stakeholders where student learning and achievement are at the focus of all decisions.</li> <li>○ Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving.</li> <li>○ Aligns all collaborative efforts to the school's shared vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes a culture of collaboration without a clear or explicit focus on student learning and achievement.</li> <li>○ Supports and encourages teamwork and collaboration in a limited number of ways.</li> <li>○ Occasionally aligns teacher collaborative efforts to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>○ Fails to establish or support a culture of collaboration.</li> <li>○ No system is established for collaborative teams and/or planning.</li> <li>○ Rarely aligns teacher collaborative efforts to instructional practices.</li> </ul>



## Domain III: Leadership and Growth

A. The School's Vision and Goals are...			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>○ Focused, established and kept at the forefront of the school's attention.</li> <li>○ Shared vision and acts as a change agent by consciously challenging the status quo.</li> <li>○ Embedded in decisions and practices that promote student success.</li> </ul>	<ul style="list-style-type: none"> <li>○ Clear, fluid, and evidence based.</li> <li>○ Aligned with the district's vision and goals.</li> </ul>	<ul style="list-style-type: none"> <li>○ In place but not current, relevant or active.</li> <li>○ Unrelated and not connected to the district vision, goals or programs in place.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not evident.</li> <li>○ One that results in decisions that are driven by events, not by long-term goals.</li> </ul>
B. Data Analysis			
Data may include but is not limited to grades, attendance, behavior, surveys, student engagement, performance, etc.			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>○ Data is used as a basis of decision-making, is transparent and communicated to all stakeholders.</li> <li>○ Planning decisions are guided by careful analysis of multiple relevant data sources.</li> <li>○ Monitors the use of data in formulating action plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ Orchestrates and monitors frequent, timely and varied team collaborations for data analysis.</li> <li>○ Develops and supports others in formulating action plans for immediate implementation based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>○ Occasionally supports and/or orchestrates team collaboration for data analysis.</li> <li>○ Occasionally develops and supports others in formulating action plans for implementation based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rarely organizes efforts to analyze data.</li> <li>○ Rarely applies data analysis to develop action plans.</li> </ul>



<b>C. Teacher Development and Intellectual Stimulation</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>○ Monitors the impact of implemented learning opportunities on student achievement.</li> <li>○ Efficiently and creatively optimizes professional learning opportunities to induct new teachers and develop emerging leaders in order to maximize time and resources.</li> <li>○ Teachers are motivated and inspired to drive their own professional growth and development continually seeking cutting edge ideas about how to become more effective.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides differentiated learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results.</li> <li>○ Provides formal and informal opportunities to mentor new teachers and emerging leaders.</li> <li>○ Promotes and encourages leadership growth as evidenced by the creation of leadership positions or learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data.</li> <li>○ Provides learning opportunities with little variety in format.</li> <li>○ Occasionally provides opportunities for new teachers and emerging leaders to be mentored or take on responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data.</li> <li>○ Provides no variety in format of learning opportunities (mostly system-wide).</li> <li>○ Rarely, or never, provides opportunities for new teachers or emerging leaders to take on responsibilities or to be mentored.</li> </ul>
<b>D. Initiative</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>○ Exceeds typical expectations to accomplish ambitious goals</li> <li>○ Is consistently a self-starter</li> <li>○ Consistently achieves expected goals</li> </ul>	<ul style="list-style-type: none"> <li>○ Achieves most, but not all expected goals</li> <li>○ Takes on voluntary responsibilities that contribute to school/district success</li> <li>○ Takes on the responsibility to help build existing leaders within the school/district when assigned</li> </ul>	<ul style="list-style-type: none"> <li>○ Rarely achieves expected goals</li> <li>○ Maintains minimal and/or static initiatives</li> <li>○ Occasionally takes on additional voluntary responsibilities that contribute to school/district success</li> <li>○ Occasionally helps to build existing leaders within the school/district</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not achieve expected goals</li> <li>○ Rarely takes on additional voluntary responsibilities that contribute to school/district success</li> <li>○ Rarely takes risks</li> <li>○ Rarely takes on the role of mentor for an existing leader in the district</li> </ul>



E. Professional Growth of Administrator			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>Leads and facilitates best practices to further develop self and others in the principal's role.</li> <li>Is willing to take risks and be a change agent.</li> </ul>	<ul style="list-style-type: none"> <li>Listens thoughtfully to other viewpoints from peers and/or director, and responds constructively to suggestions and criticism.</li> <li>Seeks out and applies best practices for effectiveness from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Listens thoughtfully and occasionally changes daily practice.</li> <li>Occasionally seeks out new ideas for improving effectiveness, but implements on a limited basis.</li> </ul>	<ul style="list-style-type: none"> <li>Listens but rarely changes daily practice.</li> <li>Rarely seeks out ideas for improving effectiveness.</li> </ul>
F. Decision Making and Situational Awareness			
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>Is expedient, decisive, direct, and consistent in decision-making.</li> <li>Solicits input and monitors staff, student, parent, and community discussions, readily has solutions to address potential issues.</li> <li>Exercises impeccable judgement making decisions while also considering confidentiality and safety.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness of potential problems and/or areas of conflict to make decisions in a timely manner</li> <li>Uses good judgement, and maintains confidentiality while making decisions</li> </ul>	<ul style="list-style-type: none"> <li>May be hesitant or uncertain when decision making</li> <li>Uses questionable judgement</li> </ul>	<ul style="list-style-type: none"> <li>Does not exercise proper decision making and waits to respond to issues</li> <li>Uses poor judgement</li> </ul>



## Domain IV: Management

**Select any 4 indicators to score for assistant principals.** Logic – many assistants, especially 1<sup>st</sup> year assistants or those in large high schools, do not work with all listed areas. For 2<sup>nd</sup> year+ assistants, a conscious effort must be made to provide experience in additional areas of evaluation.

<b>A. Talent Management</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<p><b>All of effective and additionally:</b></p> <ul style="list-style-type: none"> <li>○ Takes advantage of individual staff strengths to excel in all areas including new staff induction.</li> <li>○ Thoughtful and strategic regarding diversity in all aspects of operations including staffing.</li> <li>○ Acts as an advocate for all stakeholders.</li> <li>○ Little, to no, voluntary turnover of effective teachers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Open lines of communication with stakeholders.</li> <li>○ Thoughtful and strategic regarding diversity in most areas of operations.</li> <li>○ Several, highly visible leaders utilized within building.</li> <li>○ Low voluntary turnover of effective teachers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent communication with stakeholders.</li> <li>○ Little consideration to diversity in several, but not all, areas.</li> <li>○ Limited engagement of individuals in leadership roles.</li> <li>○ Frequent voluntary turnover of effective teachers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rarely taps into human capital to match individual strengths to needs.</li> <li>○ Limited, to no, diversity in most areas.</li> <li>○ Ineffective communication to stakeholders.</li> <li>○ High voluntary turnover of effective teachers.</li> </ul>
<b>B. Compliance</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>○ Ensures compliance by meeting all deadlines and requirements for all contractual and legal issues including federal, state and local laws and all other contractual obligations and Board policies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Maintains compliance by consistently meeting critical requirements for contractual and legal issues including federal, state, and local laws and all other contractual obligations and Board policies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Meets minimum requirements for compliance of contractual and legal issues with occasional lapses or missed deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Fails to meet minimum compliance requirements.</li> </ul>
<b>C. Operations</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>○ Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school maximizing the use of assets.</li> <li>○ Adapts leadership to needs of current situation and is comfortable with dissent.</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes, communicates, and enforces standard operating procedures.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent standard operating procedures.</li> </ul>	<ul style="list-style-type: none"> <li>○ Standard operating procedures rarely in place leading to an unsafe environment.</li> </ul>



<b>D. Building Maintenance</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>Ensures effective, efficient use of facilities to provide a clean, safe, and inviting campus.</li> </ul>	<ul style="list-style-type: none"> <li>Facilities are safe and acceptably maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Facilities are safe with occasional lapses in maintenance and cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>Building and grounds frequently dirty and in poor condition.</li> <li>Unacceptable learning environment in many areas of the building.</li> </ul>
<b>E. Budget and Resources</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>Maximizes funding to support school/district goals &amp; achievement with transparency and accuracy.</li> <li>Ensure teachers and staff have necessary materials, equipment and professional development to directly enhance learning.</li> <li>Consistent stakeholder involvement in all appropriate areas of budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately monitors departmental supervision of budgetary operations.</li> <li>Involves stakeholders with some success.</li> </ul>	<ul style="list-style-type: none"> <li>Manages budget with few errors.</li> <li>Fails to maximize budgetary potential to promote achievement.</li> <li>Little, to no, involvement of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of annual adjustment based on needs.</li> </ul>
<b>F. Scheduling</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<ul style="list-style-type: none"> <li>Deliberate scheduling of students, planning, &amp; professional development that fully supports the strategic plan and maximizes potential for growth.</li> <li>Facilitates continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduling of students, planning &amp; professional development supports the strategic plan and provides potential for growth.</li> <li>Discusses continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduling flaws, limited planning and professional development.</li> <li>Limited support of the strategic plan.</li> <li>Little consideration to continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to appropriately schedule or plan.</li> <li>No evidence of professional development or support of strategic plan and/or no consideration to continuous improvement.</li> </ul>