

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

This section provides a description of the state's guidelines for local teacher and principal evaluation and support systems. Beginning with information regarding the current system, the section describes progress the state has made toward developing and piloting new appraisal systems focused on improving practice and raising student achievement.

3.A.i. Teacher Evaluation and Support Systems

The Texas Education Agency's (TEA) approved instrument for evaluating teachers, the Professional Development and Appraisal System (PDAS), is currently used by 86 percent of LEAs in the state and has been in place since 1997. As research has routinely emphasized, the number one in-school factor for increasing student achievement is the effectiveness of the teacher, and since 2009, Texas has made significant strides to improve both the quality of its educator preparation programs and the quality of individual teacher evaluations so that teachers and administrators have more meaningful feedback on student learning and growth. In acknowledging the vital roles teachers play in student achievement and based on feedback from the field, TEA has revisited the state's approved instrument for evaluating teachers.

Stakeholder Involvement

During the fall of 2011, the TEA created the Teacher Effectiveness Workgroup, comprised of members from the agency's Educator Initiatives department, the USDE-funded Texas Comprehensive Center, Educate Texas (a public-private education initiative of the Communities Foundation of Texas), and the Region XIII Education Service Center. This workgroup examined literature on promising and state practices on evaluating educator effectiveness, including different appraisal models from across the nation, to help inform the development of a new Texas system. As a key resource, the workgroup reviewed and used the National Comprehensive Center for Teacher Quality's publication, *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems*.

Additionally, from December 2011 to December 2012, TEA participated in the Texas Teaching Commission. This group was convened by a statewide nonprofit, Educate Texas, and was comprised of 17 stakeholders representing teachers, administrators, business and community members. Over the course of 13 face-to-face meetings and multiple conference calls, this group reviewed research, heard expert testimony, and developed consensus on a broad number of issues related to preparation, induction, evaluation, professional development, and compensation for teachers. The culmination of this work resulted in the development of 63 policy recommendations related to the continuum of teacher quality in Texas. Of those recommendations, 18 were specifically directed at TEA and the State Board for Educator Certification (SBEC). Since the release of the report in December 2012, TEA and SBEC have undertaken the steps to adopt many of the recommendations, including reexamining current efforts underway related to development of value-add modeling and new observation rubrics.

Standards Setting and Evaluation Redesign

During the fall of 2013, TEA worked with a teacher steering committee comprised of classroom teachers from a variety of subjects and grade levels, campus principals, members from the higher education community, evaluation trainers from state regional service centers, and teacher association members to revise teaching standards and develop a new, state-recommended appraisal system. This committee began the work by revising and updating the state teaching standards to reflect best practices for today's classrooms that have a research base in improving student achievement. These aspirational standards (see Attachment I) provide goals for which all teachers can strive regardless of where they are in their career – both master teachers and beginning teachers will find practices captured in the standards toward which they can work. These standards are in the process of being adopted into commissioner's rule in Chapter 149 of the Texas Administrative Code.

During the spring of 2014, the teacher steering committee developed an evaluation system tied to the teaching standards. In the redesign of the state evaluation system, the committee focused on creating a system that would be used for continuous professional growth and that will de-stigmatize the observation process, moving the mindset around observation and evaluation away from one of compliance to one of feedback and support. The system they created will provide for actionable, timely feedback that will allow teachers to make efficient and contextual professional development choices that will lead to an improvement in their teaching. The characteristics of this system that will promote these goals include:

- Multiple measures of performance, including rubric-based observations, a teacher-directed goal-setting process that will allow for all teachers, in consultation with their campus leadership team or principal, to identify key areas for improvement and track his/her growth towards those goals (referred to as the teacher self-assessment component), and a measure of student growth at the level of the individual teacher.
- A rubric (see Attachment II) with five performance levels that clearly differentiate practices. The rubric allows for immediate feedback built into the document itself – any teacher can self-assess, and any teacher can look to the practices articulated in the levels above his or her observation score and understand which practices will elevate their performance.
- A teacher self-assessment that allows all teachers to determine their professional growth goals, build a professional development plan to attain those goals, and track the progress of their development over the course of the year based on both their assessment of their practice within their unique teaching context and the feedback received during the ongoing formative and end-of-year summative conversations with their appraiser.
- A student growth measure at the individual teacher level that will include a value-add score based on student growth as measured by state assessments for teachers for whom a value-add score can be determined, or student growth based on student learning objectives, portfolios, or district pre- and post-tests.
- These multiple measures, taken together, will provide a more complete narrative of teacher performance than any single measure taken by itself and will comprise a summative evaluation score based on the following weights: observation and teacher self-assessment will comprise 80% of the evaluation score, and student growth will comprise 20% of the evaluation score.

The relative weight of the rubric-based observation (80% overall, which includes 10% of the overall evaluation score attributed to the teacher self-assessment) aligns with the idea that a teacher's

primary focus should include the daily interaction between a teacher and his/her students – around building positive relationships with students in the midst of productive learning environments that seek to address students’ academic, cognitive and developmental needs. Although this focus will lead to academic gains, the positive benefits of this learning environment are not limited to academic gains as measured by tests, whether local, state or national. With the rubric comprising the bulk of a teacher’s evaluation score, teachers are encouraged and incentivized to build skills in students that may not manifest themselves on tests or by the end of a single academic year, but will be captured within the performance levels of the observation rubric.

The state recommended teacher evaluation system will encourage annual evaluations comprising multiple informal observations and walk-throughs and at least a single formal observation. During the two-day face-to-face appraiser training on the state teacher evaluation system, participants will discuss best-practices for fostering open, collaborative campus cultures where feedback and instructional growth are embedded into the school calendar, where dialogue between teachers and campus leaders allow for both groups to further develop insight into good instructional practices, and where teacher leaders play a role in informal observations and collaborative professional development. TEA will work with the 20 regional service centers to offer assistance and support to districts that lack the personnel capacity to implement their preferred evaluation process.

Student Growth

Districts will be given flexibility in choosing from student learning objectives, portfolios and district pre- and post-tests as means by which to measure student growth for teachers for whom value-add scores cannot be calculated. In making these choices, districts will have the option of using any of the three methods, provided that the choice for a particular grade and subject is uniform throughout the district, i.e. if a district chooses to use portfolios for a teacher’s student growth score for Art I, then all district Art I teachers would need to use portfolios for their measure of student growth. TEA is working with SAS Institute, Inc. to develop a value-add model to capture student growth for teachers whose students take state assessments. Although this model is still in development, it likely will cover teachers of state-tested subjects from fourth or fifth grade through end-of-course exams at the high school level.

TEA will provide guidelines on its website for districts in how to use student learning objectives, portfolios and district pre- and post-tests as measures of student growth. TEA will provide value-add scores to districts. In addition, TEA will assist in developing the capacity of the state’s 20 regional service centers to support districts in building processes for each optional method, including housing models for portfolios and student learning objectives. These guidelines and processes at both the state and regional levels will continuously be updated and revised as best practices emerge during pilot year and statewide implementation.

TEA will also provide guidance on uses of student growth data. This guidance will reinforce the idea that student growth data, like observation data, should be used to inform professional growth and development decisions for teachers. In addition, guidance will reinforce the idea that single-year student growth data should not be the sole factor in employment decisions and that multiple years of student growth data provide more robust feedback on a teacher's influence on student performance.

Student growth measures will be captured on a five-point scale as a part of the summative evaluation score. The ordinal labels for the five levels will be:

- well-above expectations
- above expectations
- at expectations
- below expectations
- well-below expectations

For teachers with a value-add score, those categories will indicate scores that are:

- two or more standard errors above expected growth
- more than one but less than two standard errors above expected growth
- between one standard error above and one standard error below expected growth
- more than one but less than two standard errors below expected growth
- two or more standard errors below expected growth

Guidelines provided by TEA will include processes that districts can follow to determine an ordinal score for student learning objectives, portfolios, and district pre- and post-tests, and will be refined as best practices emerge during pilot year and statewide implementation.

Summative Evaluation Scores

Based on teacher steering committee feedback and as a means to promote the professional growth priorities of the evaluation system, scoring will be displayed as an ordinal system instead of a point system, which could lead to the faulty conclusion that a difference in tenths or hundredths of points indicates that one teacher is “better” than another teacher. Teachers will receive ordinal scores for each level of the rubric and summative evaluation – for each indicator, each domain, and for each component of the summative score. The summative score will be determined through a matrix approach and will also yield an overall ordinal score. As indicated in the table below, six total results (those marked by asterisks) would require additional investigation and consideration by both the evaluator and the teacher, as the divergence of the student growth score and the observation and self-assessment results would indicate an incongruity that required further explanation.

| | Observation and Self-Assessment Results | | | | | |
|-------------------------------|--|-----------------------|-------------|------------|--------------|---------------|
| | | Improvement Necessary | Developing | Proficient | Accomplished | Distinguished |
| Student Growth Results | Well Below Expectations | Improvement Necessary | Developing | Proficient | Proficient* | Accomplished* |
| | Below Expectations | Improvement Necessary | Developing | Proficient | Accomplished | Accomplished* |
| | At Expectations | Improvement Necessary | Developing | Proficient | Accomplished | Distinguished |
| | Above Expectations | Developing* | Developing | Proficient | Accomplished | Distinguished |
| | Well Above Expectations | Developing* | Proficient* | Proficient | Accomplished | Distinguished |

3.A.ii. Texas Principal Evaluation and Support System

Stakeholder Involvement

During the fall of 2012, the TEA convened a principal advisory committee to review state policy and law governing principals, best practices in principal preparation, and the state policies regulating them. The Alliance to Reform Education Leadership (AREL) provided support to the committee and brought in experts in the field and from other states to present on policies and processes adopted by other states and the effect they have had on principal effectiveness. The results of this work led to a draft set of competencies that principals should acquire to be effective leaders and improve student achievement. In the summer of 2012, TEA met with educator preparation programs and held focus groups at state principal conferences to review the work done to date by the principal advisory committee and to provide feedback and responses to that work.

Standards Setting and Evaluation Design

Starting in the spring of 2012, TEA worked with the principal advisory committee to build principal standards. This committee began by determining best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus. This work concluded in the fall of 2013 with a comprehensive set of principal standards that, like the teacher standards, capture the aspirational practices all principals can strive toward regardless of their level of experience or the context of their position (see Attachment III).

During the spring of 2014, a principal steering committee, comprised of campus principals, central office administrators, members of the higher education community and principal association members, was convened to build a state principal evaluation system. The committee developed an evaluation system tied to the principal standards, and, like the teacher evaluation system, focused on creating a process that would be used for continuous professional growth. The system they created will provide for actionable, timely feedback that will allow principals to reflect consistently on their practice and strive to implement those practices that would improve their performance. The characteristics of this system that will promote these goals include:

- Multiple measures of performance, including rubric-based observations, a principal-directed goal-setting process that will allow for all principals, in consultation with their district leadership team or appraiser, to identify key initiatives and areas for improvement and track his/her growth towards those goals (referred to as the principal goal-setting component), and campus-level measures of student growth.
- A rubric (see Attachment IV) with five performance levels that clearly differentiate practices. The rubric allows for immediate feedback built into the document itself – any principal can self-assess, and any principal can look to the practices articulated in the levels above their observation score and understand which practices will elevate their performance.
- A principal goal-setting process that allows all principals to determine what their professional growth and implementation goals include, build a plan to attain those goals, and track the progress of their development over the course of the year based on their assessment of their practice within their unique context, the feedback received during the ongoing formative and end-of-year summative conversations with their appraiser, and particular district and campus initiatives.
- A student growth measure that will include a campus-level value-add score based on student growth as measured by state assessments for campuses for which a value-add score can be

determined. In addition to a campus value-add score, districts will have flexibility in choosing from other student growth and progress measures that fit the particular context of a campus. These other measures of student growth and progress will be in addition to campus value-add scores where they are available.

- These multiple measures, taken together, will provide a more complete narrative of principal performance than any single measure taken by itself and will comprise a summative evaluation score based on the following weights and the length of time one has been a principal on a particular campus:

| Experience as principal on particular campus | Rubric | Goal-Setting | Student Growth |
|---|---------------|---------------------|-----------------------|
| 0 years | 70% | 30% | 0% |
| 1 year | 70% | 20% | 10% |
| 2 or more years | 60% | 20% | 20% |

The relative weight of the rubric-based evaluation (between 60% and 70% depending on tenure as principal on a campus) aligns with the idea that a principal’s primary focus should include the daily practices captured in the rubric, which have a research base in improving student performance. Although the successful implementation of these practices will lead to improved results in student performance, the rubric itself aligns to the unique context of each principal, whether he or she is new to the profession, new to the campus or has years of experience. For principals new to a particular campus, student growth would not begin to be a factor in their evaluation scores until their second year as principal on that campus and would be phased-in between years two and three of their tenure. This phase-in process acknowledges with the limitations of a principal’s influence on student growth during his or her first year on a campus, where the principal inherits the conditions that affect student learning, and, although a principal can begin to make appropriate modifications during that first year, where a student growth score would not be a reliable indicator of principal effectiveness for that year. By the third year of a principal’s tenure on a campus, the principal should have full ownership of student growth and progress results, and from that year forward, student growth would count for 20% of the principal’s evaluation score.

The state recommended principal evaluation system will require annual evaluations. During the two-day face-to-face appraiser training on the state principal evaluation system, participants will discuss best-practices for fostering district cultures where feedback and professional growth are valued and stressed, and where dialogue between principals and district leaders allow for both groups to further develop insight into good professional practices for principals. TEA will work with the 20 regional service centers to offer assistance and support to districts that lack the personnel capacity to implement the necessary evaluation process.

Student Growth

TEA is working with SAS Institute, Inc. to develop a value-add model to capture student growth for campuses with students who take state assessments. Although this model is still in development, it will likely cover state-tested subjects from grades four through eight and end-of-course exams at the high school level. All districts will be given flexibility in choosing from additional means by which to measure student growth, as appropriate for a campus’s configuration (see sample table below). TEA will continue to work with districts during the pilot year and during and after statewide rollout to improve upon and revise the list of additional measures of student growth and progress. For campuses that have a value-add score, the score must comprise a minimum of half of the overall

weight dedicated to student growth, with the additional half coming from the additional measures available to them and appropriate for their campus context. For campuses that do not have a value-add score, the entirety of the student growth measure would come from the list of additional methods of capturing student growth and progress.

| Campus Configuration | | |
|--|---|---|
| Elementary School | Middle School | High School |
| Potential Measures* | Potential Measures* | Potential Measures* |
| Indices of State Accountability System | Indices of State Accountability System | Indices of State Accountability System |
| Attendance | Attendance | Attendance |
| Student Surveys | Student Surveys | Student Surveys |
| Literacy Measures (TPRI/DRA/Dibels) | % of Students in Algebra 1 or other advanced curriculum | Advanced Placement Participation and Scores |
| District-wide Assessments | District-wide Assessments | ACT and SAT Participation and Scores |
| | | IB Participation and Scores |
| | | Graduation Rates/Dropout Rates |
| | | % College and Career Ready |

***Student growth scores would be calculated based on year-over-year progress**

TEA will provide guidelines on its website for districts in how to use measures of student growth and progress beyond campus value-add scores. In addition, TEA will assist in developing the capacity of the state’s 20 regional service centers to support districts in building processes for each optional method. These guidelines and processes at both the state and regional levels will continuously be updated and revised as best practices emerge during pilot year and statewide implementation.

Student growth measures will be captured on a five-point scale as a part of the summative evaluation score. The ordinal labels for the five levels will be:

- well-above expectations
- above expectations
- at expectations
- below expectations
- well-below expectations

For campuses with a value-add scores, those categories will indicate scores that are two or more standard errors above expected growth, more than one but less than two standard errors above expected growth, between one standard error above and one standard error below expected growth, more than one but less than two standard errors below expected growth, and two or more standard errors below expected growth. Guidelines provided by TEA will include processes that districts can follow to determine an ordinal score for other measures of student growth and progress and will be refined as best practices emerge during pilot year and statewide implementation.

Summative Evaluation Scores

Based on teacher steering committee feedback and as a means to promote the professional growth focus of the evaluation system, scoring will be displayed as an ordinal system instead of a point

system, which could lead to the faulty conclusion that a difference in tenths or hundredths of points indicates that one principal is “better” than another principal. Principals will receive ordinal scores for each level of the rubric and summative evaluation – for each indicator, each domain, and for each component of the summative score. The summative score will be determined through a matrix approach and will also yield an overall ordinal score. As indicated in the table below, six total results (those marked by asterisks) would require additional investigation and consideration by both the evaluator and the principal, as the divergence of the student growth score and the observation and goal-setting results would indicate an incongruity that required further explanation.

| | Rubric Evaluation and Goal-Setting Results | | | | | |
|-------------------------------|---|-----------------------|-------------|------------|--------------|---------------|
| | | Improvement Necessary | Developing | Proficient | Accomplished | Distinguished |
| Student Growth Results | Well Below Expectations | Improvement Necessary | Developing | Proficient | Proficient* | Accomplished* |
| | Below Expectations | Improvement Necessary | Developing | Proficient | Accomplished | Accomplished* |
| | At Expectations | Improvement Necessary | Developing | Proficient | Accomplished | Distinguished |
| | Above Expectations | Developing* | Developing | Proficient | Accomplished | Distinguished |
| | Well Above Expectations | Developing* | Proficient* | Proficient | Accomplished | Distinguished |

Evaluation Systems Rollout

Pilot Year 2014-2015

During the 2014-2015 school year, TEA will pilot both the teacher and principal evaluation systems with 60 to 70 school districts across the state. Participating districts will be trained during the summer of 2014, will implement the evaluation systems beginning in the fall of 2014, and will provide TEA with continuous feedback on components of the systems so that appropriate revisions can be made to training, instruments, and guidelines provided in conjunction with the systems. TEA, with support from National Institute for Excellence in Teaching (NIET) and McREL International (McREL), will conduct focus groups and facilitate feedback sessions throughout the pilot year so that principals, teachers, and their appraisers have an opportunity to articulate the strengths and weaknesses of the pilot evaluation systems. In addition, both NIET and McREL will assist TEA in examining the validity of both teacher and principal observation rubrics so that adjustments to specific indicators can be made prior to statewide rollout in 2015-2016.

Statewide Rollout 2015-2016

In anticipation of the statewide rollout of both the new principal and teacher evaluation systems, TEA will oversee a train-the-trainer model beginning in the early winter of 2015. Train-the-trainer academies will be run by NIET for the teacher evaluation system and McREL for the principal

evaluation system and will bring together regional service center staff, district trainers, and trainers from higher education so that they can become experts on each system and the delivery of training for each system. The academy for each system will include four face-to-face training days with multiple days for online instruction, follow-up, the inclusion of revisions based on pilot feedback and certification. Once trainers graduate from the train-the-trainer academy, they will co-train with NIET or McREL trainers prior to being released to provide training to districts statewide.

During the late spring and summer of 2015, once pilot-year feedback has been collected and analyzed, TEA will also work through the process of revising administrative code rules around teacher evaluations and writing the rules around the principal evaluation process. TEA will continue to work with both the teacher steering committee and the principal steering committee in this process, and will convene multiple stakeholder events to gather feedback on the rules revision and creation process.

Monitoring of Evaluation Systems

TEA will continue to support districts that choose to pursue locally adopted evaluation systems that either favorably compare to or go beyond the state recommended evaluation systems. TEA will monitor the implementation of both state and locally adopted evaluation systems to ensure fidelity of implementation and alignment with state statute and rule. The goal of monitoring is to ensure that each district is implementing an evaluation system that focuses on continuous improvement of performance, provides clear, useful and timely feedback that informs professional development, appropriately differentiates between performance levels, uses multiple valid measures, provides for observations and evaluations on a regular basis, and is used to place personnel in the best position to succeed. Monitoring will include:

- Annual recertification of appraisers to maintain inter-rater reliability on the state systems
- Continued training and support to local districts so that fidelity of implementation of the statewide system exists beyond the initial training on the statewide system
- District reporting of evaluation systems used and the components of those systems (if not the state systems) to Region XIII
- Annual spot monitoring of districts in each region of the state to evaluate implementation and adherence to evaluation requirements
- Continued opportunities for training and collaboration regarding methods of capturing student growth for non-tested grades and subjects

Attachment I

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter AA. Teacher Standards

§149.1001. Teacher Standards.

- (a) Purpose. The standards identified in this section shall be used to align with the training, appraisal, and professional development of teachers.
- (b) Standards.
 - (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
 - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
 - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
 - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
 - (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
 - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

 - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

 - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.

 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
 - (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

- (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
- (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards.
 - (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (i) Teachers understand how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
 - (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

- (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- (C) Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

 - (A) Teachers implement both formal and informal methods of measuring student progress.

 - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

 - (i) Teachers develop learning plans and set academic as well as social-emotional goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes.

sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

- (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Attachment II

TEXAS

Teacher Evaluation
and Support Rubric



DRAFT RUBRIC 4.24.14 VERSION 2

PLANNING DIMENSION 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.



Distinguished

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students' prior understanding
 - integrate other disciplines
 - provide appropriate time for student work, lesson and lesson closure
 - reinforce broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- All objectives that are aligned and logically sequenced to the lesson's goal.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

Instructional Planning Includes:

- All goals aligned to state content standards.
- Integration of technology when applicable.
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners
- All objectives that are aligned to the lesson's goal.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation, Classroom

Standards Basis: 1.1, 1.2, 3.1, 3.2, 3.3

DRAFT RUBRIC 4.24.14 VERSION 2

PLANNING DIMENSION 1.2 Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.



Distinguished

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Consistent feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans.
- Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

Instructional Planning Includes:

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.

FOCUSES ON TEACHER-CENTERED ACTIONS



DRAFT RUBRIC 4.24.14 VERSION 2

PLANNING DIMENSION 1.3 Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.



Distinguished

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, life experiences, interests and future learning expectations across content areas.
- Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each others' learning.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, life experiences and future learning expectations.
- Opportunities for students to utilize their individual learning patterns, habits and needs.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

Instructional Planning Includes:

- Most lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.

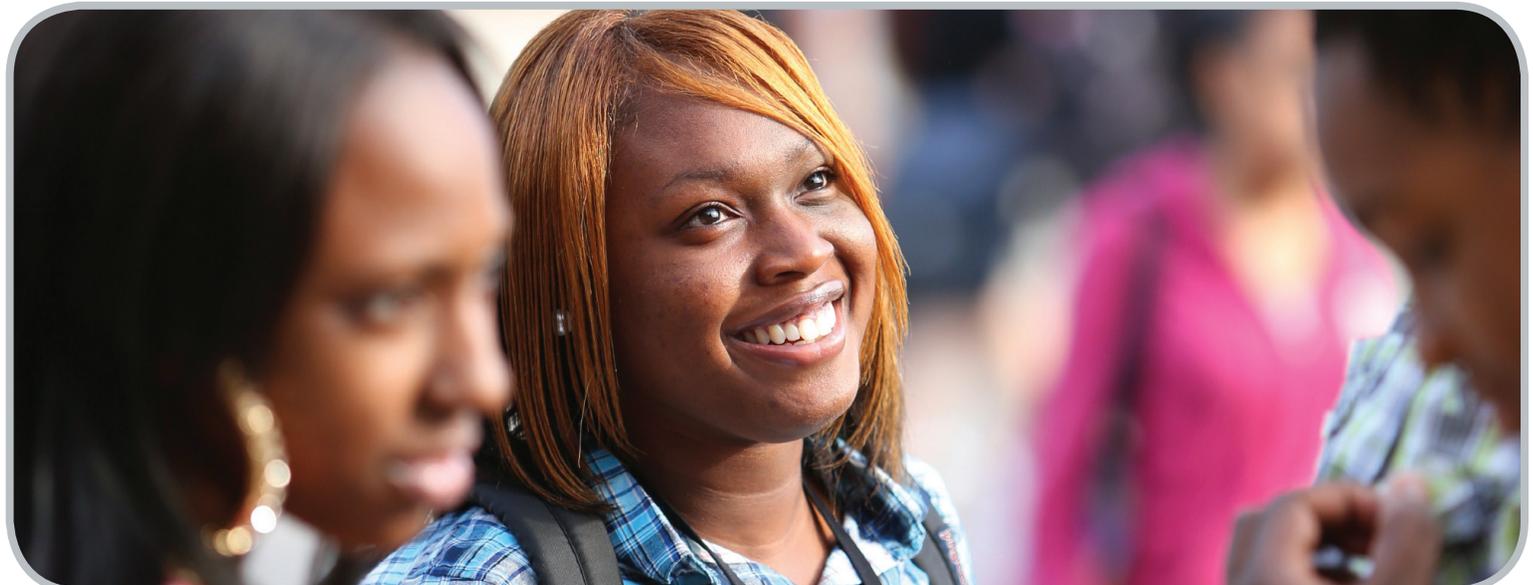
FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

Instructional Planning Includes:

- Few lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Analysis of Student Data, Pre-Conference, Formal Observation

Standards Basis: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

DRAFT RUBRIC 4.24.14 VERSION 2

PLANNING DIMENSION 1.4 Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.



Distinguished

Instructional Planning Includes:

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.
- Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
- The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
- Instructional groups based on the needs of all students and maintains both group and individual accountability.
- All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

Instructional Planning Includes:

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

Instructional Planning Includes:

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

FOCUSES ON TEACHER-CENTERED ACTIONS



DRAFT RUBRIC 4.24.14 VERSION 2

INSTRUCTION DIMENSION 2.1 Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.



Distinguished

The Teacher:

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- There is evidence that all students demonstrate mastery of the objective.
- Provides opportunities for students to self-monitor and self-correct mistakes.
- Systematically enables students to set goals for themselves and monitor their progress over time.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- Provides opportunities for students to establish high academic expectations for themselves.
- There is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Sets academic expectations that challenge all students.
- There is evidence that most students demonstrate mastery of the objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

The Teacher:

- Sets academic expectations that challenge most students.
- There is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

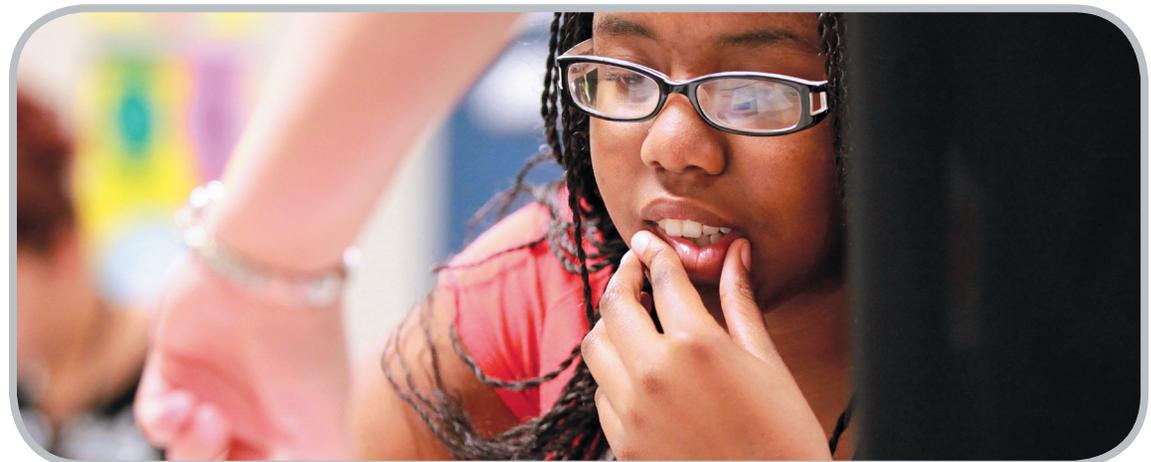
FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- Sets expectations that challenge few students.
- There is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2

DRAFT RUBRIC 4.24.14 VERSION 2

INSTRUCTION DIMENSION 2.2 Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.



Distinguished

The Teacher:

- Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.
- Integrates learning objectives with other disciplines, content areas and real-world experience.
- Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Conveys a depth of content knowledge that allows for differentiated explanations.
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.
- Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- Displays content knowledge of all the subjects she or he teaches and closely related subjects.
- Integrates learning objectives with other disciplines and real-world experiences.
- Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Conveys accurate content knowledge in multiple ways.
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.
- Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Conveys accurate content knowledge.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

The Teacher:

- Conveys accurate content knowledge.
- Sometimes integrates learning objectives with other disciplines.
- Sometimes anticipates possible student misunderstandings.
- Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- Conveys inaccurate content knowledge that leads to student confusion.
- Rarely integrates learning objectives with other disciplines.
- Does not anticipate possible student misunderstandings.
- Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1.1, 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3

DRAFT RUBRIC 4.24.14 VERSION 2

INSTRUCTION DIMENSION 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.



Distinguished

The Teacher:

- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning.
- Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher and their peers.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.
- Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Provides wait time when questioning students.
- Provides explanations that are clear and coherent.
- Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher and their peers.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Uses probing questions to clarify, elaborate learning.
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Provides explanations that are clear.
- Uses verbal and written communication that is clear and correct.
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

The Teacher:

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.
- Uses verbal and written communication that is generally clear with minor errors of grammar.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1.4, 1.5, 2.1, 3.1, 4.4

DRAFT RUBRIC 4.24.14 VERSION 2

INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.



Distinguished

The Teacher:

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

The Teacher:

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

DRAFT RUBRIC 4.24.14 VERSION 2

INSTRUCTION DIMENSION 2.5 Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.



Distinguished

The Teacher:

- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
- Consistently adjusts instruction and activities within a broad range to maintain student engagement.
- Uses discreet and explicit checks for understanding through questioning and academic feedback.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

The Teacher:

- Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.
- Adjusts instruction and activities frequently and within a broad range to maintain student engagement.
- Continually checks for understanding through purposeful questioning and academic feedback.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

The Teacher:

- Utilizes input from students in order to monitor and adjust instruction and activities.
- Monitors student behavior and responses for engagement and understanding.
- Adjusts instruction and activities to maintain student engagement.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

The Teacher:

- Sometimes utilizes input from students in order to monitor and adjust instruction and activities.
- Sees student behavior but misses some signs of disengagement.
- Is aware of most student responses but misses some clues of misunderstanding.
- Adjusts some instruction within a limited range.

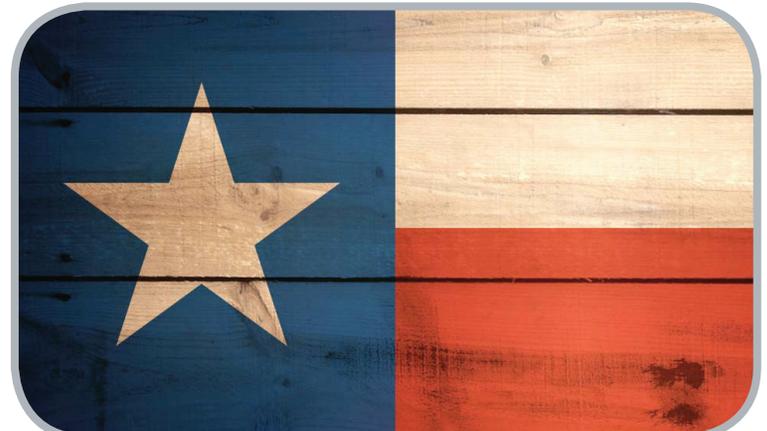
FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

The Teacher:

- Rarely utilizes input from students in order to monitor and adjust instruction and activities.
- Generally does not link student behavior and responses with student engagement and understanding.
- Persists with instruction or activities that do not engage students.
- Makes no attempts to engage students who appear disengaged or disinterested.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: Monitor and Adjust 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4

DRAFT RUBRIC 4.24.14 VERSION 2

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Distinguished

- Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.
- Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.
- The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.
- Students take some responsibility for managing student groups, supplies and/or equipment.
- The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- All procedures, routines and transitions are clear and efficient.
- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
- The classroom is safe and organized to support learning objectives and is accessible to most students.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Formal Observation, Classroom, Pre-conference

Standards Basis: 1.4, 4.1, 4.2, 4.3, 4.4

DRAFT RUBRIC 4.24.14 VERSION 2

LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Distinguished

- Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
- Students and the teacher create, adopt and maintain classroom behavior standards.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Consistently encourages and monitors student behavior subtly, and responds to misbehavior swiftly.
- Most students know, understand and respect classroom behavior standards.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- Consistently implements the campus and/or classroom behavior system proficiently.
- Most students meet expected classroom behavior standards.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

- Inconsistently implements the campus and/or classroom behavior system.
- Student failure to meet expected classroom behavior standards interrupts learning.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Rarely or unfairly enforces campus or classroom behavior standards.
- Student behavior impedes learning in the classroom.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence:
Formal Observation, Classroom, Pre-conference

Standards Basis: 4.1, 4.2, 4.3, 4.4

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Distinguished

- Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students.
- Students collaborate positively and encourage each other's efforts and achievements.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and teacher.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

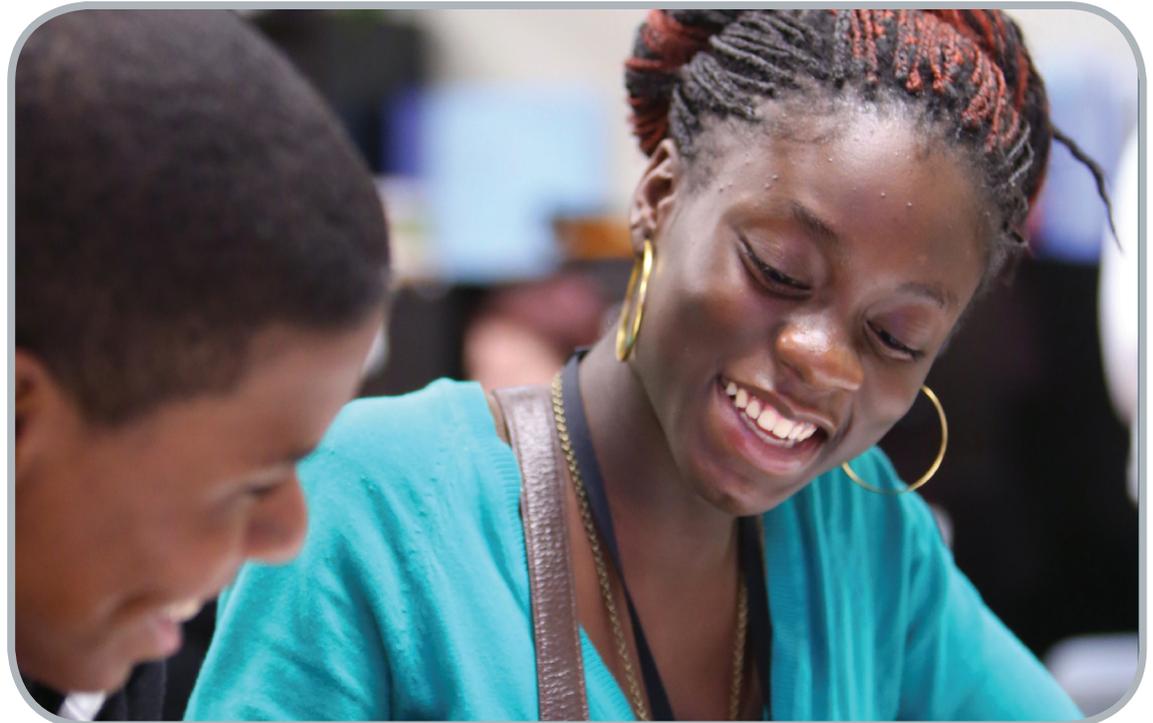
- Establishes a class where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Establishes a class where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

FOCUSES ON TEACHER-CENTERED ACTIONS



DRAFT RUBRIC 4.24.14 VERSION 2

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.



Distinguished

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates successfully for the needs of all students in the classroom and campus.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates successfully for the needs of all students on the campus.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates successfully for the needs of students in the classroom.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 6.2, 6.3, 6.4

DRAFT RUBRIC 4.24.14 VERSION 2

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.



Distinguished

- Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Implements substantial changes in practice resulting in significant improvement in student performance.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Meets all professional goals resulting in improvement in practice and student performance.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
- Meets all professional goals resulting in improvement in practice and student performance.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Sets low or ambiguous goals unrelated to student needs or self-assessment.
- Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

FOCUSES ON TEACHER-CENTERED ACTIONS



Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 5.4, 6.1, 6.2

DRAFT RUBRIC 4.24.14 VERSION 2

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.



Distinguished

- Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- Seeks resources and collaboratively fosters faculty knowledge and skills.
- Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.
- Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

- Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.

FOCUSES ON TEACHER-CENTERED ACTIONS



DRAFT RUBRIC 4.24.14 VERSION 2

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.



Distinguished

- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.
- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various media.
- Initiates collaborative efforts that enhance student learning and growth, and inspire trust, understanding and commitment in the school.

MOVES TO STUDENT-CENTERED ACTIONS

Accomplished

- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.
- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various media.
- Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.

MOVES TO STUDENT-CENTERED ACTIONS

Proficient

- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.
- Contacts parents/guardians regularly regarding students' academic and social/emotional growth.
- Actively participates in all school outreach activities.

FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS

Developing

- Communicates school goals to students, parents and families.
- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.

FOCUSES ON TEACHER-CENTERED ACTIONS

Improvement Needed

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

FOCUSES ON TEACHER-CENTERED ACTIONS



DRAFT RUBRIC 4.24.14 VERSION 2

RUBRIC WORD BANK

with example qualifiers that are interchangeably used:



| DIMENSION EXAMPLE: | Distinguished | Accomplished | Proficient | Developing | Improvement Needed |
|---|---------------------------------------|---------------------------------------|--|---|---|
| LEARNING ENVIRONMENT CLASSROOM CULTURE | ALL | ALL | ALL | MOST | FEW |
| LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR | CONSISTENTLY | CONSISTENTLY | CONSISTENTLY | INCONSISTENTLY | RARELY |
| INSTRUCTION ACHIEVING EXPECTATIONS | ALL | MOST | MOST | SOME | FEW |
| INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE | CONSISTENTLY | REGULARLY | DOES (ACTION) | SOMETIMES | FEW |
| INSTRUCTION DIFFERENTIATION | ALWAYS | REGULARLY | DOES (ACTION) | SOMETIMES | DOES NOT (ACTION) |
| | MOVES TO STUDENT- CENTERED ACTIONS | MOVES TO STUDENT- CENTERED ACTIONS | FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS | FOCUSES ON TEACHER-CENTERED ACTIONS | FOCUSES ON TEACHER-CENTERED ACTIONS |

TEXAS

Teacher Evaluation and Support Rubric



Prepared for:



Attachment III

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

- (a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.
- (b) Standards.
 - (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
 - (A) Knowledge and skills.
 - (i) Effective instructional leaders:
 - (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
 - (II) implement a rigorous curriculum aligned with state standards;
 - (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
 - (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and
 - (V) dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
 - (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.
 - (B) Indicators.
 - (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
 - (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student performance.
 - (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.
 - (2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
 - (A) Knowledge and skills.
 - (i) Effective leaders of human capital:

- (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
- (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;
- (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
- (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
- (V) facilitate professional learning communities to review data and support development;
- (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
- (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

- (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.
- (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
- (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

(A) Knowledge and skills.

- (i) Effective executive leaders:
 - (I) take personal responsibility for the success of the school;
 - (II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

- (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
- (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
- (B) Indicators.
 - (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
 - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
 - (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
 - (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
 - (v) Discipline. The principal uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
 - (A) Knowledge and skills.
 - (i) Effective leaders of strategic operations:
 - (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
 - (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
 - (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
 - (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
 - (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Attachment IV

Texas Principal Evaluation Rubric



The principal evaluation rubric was developed by a Steering Committee of educators from the state of Texas that included school-level and district-level leaders, university leadership development program directors, and representatives from the Texas Education Agency in collaboration with McREL International field consultants and researchers.

**Texas Education Agency
Principal Evaluation and Support**

Standard 1

Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

Effective principals prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research. They implement a rigorous curriculum aligned with state standards. They analyze the curriculum to ensure that teachers align content across grades and those curricular scopes and sequences meet the particular needs of their diverse student populations. They model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. They dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

In schools led by effective principals (instructional leaders), data are used to determine instructional decisions and to monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

Indicators

Rigorous and aligned curriculum and assessment

1a. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

Effective instructional practices

1b. The principal develops high-quality instructional practices among teachers that improve student performance.

Data-driven instruction and interventions

1c. The principal monitors multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.

Maximize learning for all students

1d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|---|--|---|---|---------------------------------------|
| <p style="text-align: right;">...and</p> <p><input type="checkbox"/> Makes significant contributions toward helping helps teachers adopt, adapt, or design rigorous research-based curriculum aligned with state standards based on a comprehensive analysis of relevant data</p> <p><input type="checkbox"/> Makes significant contributions toward helping teachers adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes</p> | <p style="text-align: right;">...and</p> <p><input type="checkbox"/> Monitors the fidelity of curriculum implementation.</p> <p><input type="checkbox"/> Collaborates with building leadership team to accurately analyze data sources to strengthen implementation and alignment of the approved curriculum with state standards</p> <p><input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas</p> <p><input type="checkbox"/> Develops and executes a specific and targeted plan for professional development informed by teacher evaluation, student achievement and other applicable data sources</p> | <p style="text-align: right;">...and</p> <p><input type="checkbox"/> Has a clearly defined plan for implementing the district approved curriculum.</p> <p><input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum</p> <p><input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement</p> <p><input type="checkbox"/> Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and address findings from multiple data sources</p> | <p><input type="checkbox"/> Understands and is knowledgeable of the district approved curriculum and their alignment to the state standards</p> <p><input type="checkbox"/> Understands and is knowledgeable of assessment (formative & summative) practices and issues and the influence on student learning</p> | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance. | | | | |
|--|--|---|--|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school’s professional learning community <input type="checkbox"/> Leverages professional development, and research-based strategies to increase the collective efficacy of teachers and staff | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience and/or action research) to master the use of effective instructional strategies <input type="checkbox"/> Analyzes and synthesizes teacher performance data to determine school-wide instructional improvement professional development | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance regarding instruction in order to ensure effective practices in every classroom <input type="checkbox"/> Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom <input type="checkbox"/> Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the adopted instructional model <input type="checkbox"/> Is knowledgeable of the research of effective instruction and the impact on student achievement | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator C: The principal monitors multiple forms of student data to inform instructional and intervention decisions to maximize student achievement. | | | | |
|---|---|--|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Empowers, challenges and supports staff to execute approved programs, research-based school and classroom practices with the fidelity needed to ensure the complete educational development of all students | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively utilizes leadership teams to analyze data relevant to implementing research-based school and classroom practices with fidelity and consistency and their impact on student learning and achievement for all students <input type="checkbox"/> Requires and monitors the fidelity and consistency of the implementation of research-based practices and their impact on student learning and achievement | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of data and work processes to drive decisions about implementing effective research-based programs and interventions that improve achievement for all students <input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of effective programs and interventions on student learning and achievement | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of using multiple data sources to inform program decisions to improve achievement for all students <input type="checkbox"/> Understands and articulates the impact of school-level practices on student learning and achievement | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap. | | | | |
|--|---|---|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively develops relationships with parents/guardians and the community so as to develop good will and trust in the schools ability to close achievement gaps <input type="checkbox"/> Makes significant and consistent progress towards eliminating the achievement gaps while maximizing individual student achievement | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes relevant data to tailor work processes, programs and services expected to close achievement gaps <input type="checkbox"/> Makes measureable progress towards eliminating the achievement gap while maximizing individual student achievement <input type="checkbox"/> Actively utilizes leadership teams to identify and secure additional resources necessary to eliminate achievement gap among student groups | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops clear expectations for teachers and staff that emphasize equity resulting in closing achievement gaps <input type="checkbox"/> Continually assesses the progress towards eliminating achievement gaps among identified sub-groups of students <input type="checkbox"/> Analyzes relevant data and ensures that the available resources are appropriated and align with school improvement priorities to maximize achievement growth for all students | <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of a shared understanding of equity within the school community <input type="checkbox"/> Models and promotes high expectations for performance for all students and student groups <input type="checkbox"/> Understands and articulates the learning and social/emotional needs of student groups within the school community | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

Standard 1: Examples of artifacts and/or evidence:

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Standard 2

Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Effective principals focus on key issues related human capital. They treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff. They ensure all staff has clear goals and expectations that guide them and by which they are assessed. They are strategic in selecting and hiring candidates whose vision aligns with their school's vision and whose skills match the school's needs. They ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing. They facilitate professional learning communities to review data and support development. They create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on their leadership team. They use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

In schools with effective principals, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration. Finally, effective principals ensure that faculty and staff have access and opportunity to serve a variety of leadership roles in the school.

Indicators

Targeted selection, placement, and retention

2a. The principal selects, places, and retains effective teachers and staff.

Tailored development, feedback, and coaching

2b. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

Staff collaboration and leadership

2c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Systematic evaluation and supervision

2d. The principal conducts rigorous evaluations of all staff using multiple data sources.

Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|--|---|---|---|---------------------------------------|
| <p style="text-align: right;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development | <p style="text-align: right;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes leadership teams to analyze appropriate data sources to strategically determine recruiting, hiring, support, and retention processes to strengthen the school’s vision and mission <input type="checkbox"/> Establishes a culture of high performance that supports teacher retention | <p style="text-align: right;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a concise plan and implements recruiting, hiring, support, and retention processes that reflect school improvement priorities and support student achievement goals <input type="checkbox"/> Uses approved district processes to screen, interview and hire a diverse staff that is representative of the vision of the school and meets the needs of the students <input type="checkbox"/> Utilizes organizational resources to effectively manage human capital | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members <input type="checkbox"/> Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources. <input type="checkbox"/> Implements district personnel policies in a fair and equitable manner <input type="checkbox"/> Seeks organizational resources to manage human capital | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities. | | | | |
|--|---|---|--|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leverages observational and hands-on experiences for teachers that meet staff development needs and ensure expected performance improvement outcomes are met <input type="checkbox"/> Maintains a culture of professional learning and improvement that supports frequent professional feedback for teachers and staff | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance and goal setting data to encourage and challenge staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of all students <input type="checkbox"/> Supports and encourages systematic feedback among teachers and staff <input type="checkbox"/> Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school as appropriate | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement <input type="checkbox"/> Regularly provides individual feedback and organizes targeted opportunities for teachers to learn how to teach their subjects well | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and can articulate the importance of the professional development needs of teachers and staff as those needs relate to educating a diverse student population <input type="checkbox"/> Involves the campus site-based decision-making committee in identifying needs for campus professional development | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. | | | | |
|--|---|---|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>...and</p> <p><input type="checkbox"/> Supports teachers and staff to accept leadership responsibilities outside of the school building</p> | <p>...and</p> <p><input type="checkbox"/> Creates opportunities for teachers and staff to assume leadership and decision-making roles</p> <p><input type="checkbox"/> Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles</p> | <p>...and</p> <p><input type="checkbox"/> Provides and models leadership development and decision-making activities for teachers and staff members</p> <p><input type="checkbox"/> Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers and staff</p> | <p><input type="checkbox"/> Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school</p> | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

Indicator D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|---|--|---|---|---------------------------------------|
| <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a culture where teacher performance evaluations align with student academic growth and development | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holistically analyzes the formative and summative results of teacher and staff evaluations to strategically and intentionally plan for professional development to improve instructional practice | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice <input type="checkbox"/> Accurately analyzes multiple sources of data and makes fair and accurate determinations to evaluate teachers and other staff members | <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation <input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner <input type="checkbox"/> Understands and articulates the importance of providing clear expectations of performance for teachers and staff | <p>Comment Required:</p> |

Evaluator Comments:

Standard 2: Examples of artifacts and/or evidence:

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Standard 3

Executive Leadership. The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

Effective principals take personal responsibility for the success of the school. They motivate the school community by modeling a relentless pursuit of excellence. They are reflective in their practice and strive to continually improve, learn, and grow. They acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward. They keep staff inspired and focused on the end goal even as they support effective change management. They have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences. They are willing to listen to others and create opportunities for staff and stakeholders to provide feedback. They treat all members of the community with respect and develop strong, positive relationships with them.

In schools with effective principals, teachers and staff are motivated and committed to excellence. They are vested in their school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

Indicators

Resiliency and change management

3a. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

Commitment to ongoing learning

3b. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

Communication and interpersonal skills

3c. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

Ethical Behavior

3d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates the moral imperative to educate all children and follows practices and procedures of his or her respective district.

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|--|--|--|--|---------------------------------------|
| ...and | ...and | ...and | | Comment Required: |
| <ul style="list-style-type: none"> <input type="checkbox"/> Empowers the school staff to take ownership of the continuous improvement process. <input type="checkbox"/> Maintains a culture in which teachers and staff encourage and support each other during challenging times. <input type="checkbox"/> Leverages the success of the school to serve as a role model and support for other district leaders. <input type="checkbox"/> Builds the collective ability of the school community to adapt to contextual conditions. | <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with the leadership team to adapt/vary leadership styles according to the changing needs of stakeholders <input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of tactics and strategies for accomplishing the schools goals <input type="checkbox"/> Creates and uses transitions team during times of change to assist individuals in transitioning into the new ways of doing things | <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives <input type="checkbox"/> Inspires teachers through the development of a shared vision and strategic goal setting process accomplish school goals <input type="checkbox"/> Adapts leadership style to meet the needs of individual teachers and staff struggling with change. | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and can articulate the necessity for a establishing and maintaining a culture of continuous improvement and the need for challenging the status quo <input type="checkbox"/> Understands and can articulate a vision for improving school and the necessity for strategic goal setting Encourages teachers and staff to accomplish school goals <input type="checkbox"/> Understands and can articulate how change initiatives can be perceived and the impact that change initiatives can have on stakeholders | |
| Evaluator Comments: | | | | |

| Indicator B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes | | | | |
|---|---|---|--|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p style="text-align: right;">...and</p> <input type="checkbox"/> Develops and refines structures to gather feedback and data from educational stakeholders and is a role model for continuous improvement in professional practice | <p style="text-align: right;">...and</p> <input type="checkbox"/> Uses feedback and data to adapt professional practices in such a way that students receive high quality instruction | <p style="text-align: right;">...and</p> <input type="checkbox"/> Seeks feedback from supervisors; attends district mandated professional development and makes some changes to practices | <input type="checkbox"/> Accepts feedback from supervisors to align with district non-negotiable goals | Comment Required: |
| Evaluator Comments: | | | | |

Draft Version 3.1

| Indicator C: The principal communicates with all audiences and develops productive relationships. | | | | |
|--|--|--|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| ...and <input type="checkbox"/> Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district | ...and <input type="checkbox"/> Develops a system(s) to accurately monitor the effectiveness of systems and protocols designed to enable internal and external stakeholder groups to communicate with each other and with the principal <input type="checkbox"/> Monitors the effectiveness of and when necessary adjusts the systems designed to encourage and build community relationships in manner that foster respect, outreach and community engagement | ...and <input type="checkbox"/> Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community <input type="checkbox"/> Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and heard within the school community <input type="checkbox"/> Provides genuine opportunities for appropriate participation by stakeholder groups in the decision making process of the school | <input type="checkbox"/> Understands and can articulate the importance of open and honest communication with stakeholder groups about school priorities, initiatives and improvement activities <input type="checkbox"/> Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups <input type="checkbox"/> Is accessible to all stakeholder groups | Comment Required: |
| Evaluator Comments: | | | | |

| Indicator D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district. | | | | |
|--|---|--|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| ... and | ... and | ... and | | Comment Required: |
| <input type="checkbox"/> Actively participates in the development of district goals and initiatives directed at improving achievement of all students | <input type="checkbox"/> Educates the larger community in the relationship between cultural awareness and student performance <input type="checkbox"/> Develops a systematic approach on the selection of staff members to lead initiatives designed to mitigate differences among student groups in order to close achievement gaps <input type="checkbox"/> Analyzes achievement data and collaborates with leadership teams on the development of strategies that ensure student opportunity and access to the full span of the curriculum | <input type="checkbox"/> Develops and implements staff trainings on policies and procedures related to ethical behavior <input type="checkbox"/> Ensures compliance of all federal, state and local mandates by all faculty and staff <input type="checkbox"/> Educates staff on their responsibility to be culturally aware of student differences <input type="checkbox"/> Educates school personnel on their ethical responsibility to respond to all students' academic, social-emotional, and physical needs | <input type="checkbox"/> Demonstrates ethical behavior. <input type="checkbox"/> Complies with federal, state and district mandates <input type="checkbox"/> Understands how cultural awareness and student differences (e.g. race, gender, language, SES) influence student achievement <input type="checkbox"/> Understands the educator's ethical responsibility for responding to student needs: <ul style="list-style-type: none"> • Academic • Social Emotional • Cultural Values & Beliefs • Physical | |
| Evaluator Comments: | | | | |

Standard 3: Examples of artifacts and/or evidence:

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Draft Version 3.0

Standard 4

School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Effective principals leverage the schools' culture to drive improved outcomes and to create high expectations. They establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. They establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. They focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. They treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

In schools with effective principals, staff believes in and is inspired by the school vision and has high expectations for all students. Staff takes responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home.

Indicators

Shared vision of high achievement

4a. The principal develops and implements a shared vision of high expectations for students and staff.

Culture of high expectations

4b. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

Intentional family and community engagement

4c. The principal engages families and community members in student learning.

Safe school environment

4d. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

Discipline

4e. The principal uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|--|--|--|---|---------------------------------------|
| <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leverages personal skills and abilities to be a leader of leaders across the district and community and in the field to impact student learning and achievement <input type="checkbox"/> Promotes unified purpose and a shared vision for the school to ensure equity of high expectations for all learners <input type="checkbox"/> Engages school community and stakeholders to promote and internalize CIP as the baseline for how we do business | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement <input type="checkbox"/> Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/out comes for every student and staff member <input type="checkbox"/> Empowers SBDM to collectively lead and monitor the implementation of the CIP | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement <input type="checkbox"/> Leads the development of clear, concise agreed upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement <input type="checkbox"/> Regularly uses and applies CIP to inform and lead campus decisions | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and can explain how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school <input type="checkbox"/> Maintains a CIP unified purpose and a shared vision for the school | <p>Comment Required:</p> |
| <p>NOTE: CIP: Campus Improvement Plans. SBDM: Site-based Decision Making</p> | | | | |
| <p>Evaluator Comments:</p> | | | | |

| Indicator B: The principal establishes, reinforces and monitors clear expectations for adult and student conduct, including social and emotional supports. | | | | |
|--|--|---|--|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| ... and <input type="checkbox"/> Engage stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, routines and interventions to advocate for positive impact in the school community | ... and <input type="checkbox"/> Collaborates with campus leadership to systematically monitor compliance of clear structures, rules, procedures, routines and interventions for student and adult behavior that maximize opportunities for all students to learn | ... and <input type="checkbox"/> Communicates clear structures, rules, procedures, routines and interventions for student and staff behavior that maximize opportunities for all students to learn | <input type="checkbox"/> Understands and can explain the importance of clear expectations, structures, rules and procedures for students and staff | Comment Required: |
| Evaluator Comments: | | | | |

Draft Version 3.0

| Indicator C: The principal purposefully engages families and community members in meaningful student learning experiences. | | | | |
|---|--|---|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively develops and utilizes relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda <input type="checkbox"/> Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to make significant decisions regularly contribute to significant student learning experiences <input type="checkbox"/> Utilizes the culturally-responsive needs and positive traditions of the school and community to drive higher levels of student achievement | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school <input type="checkbox"/> Identifies the culturally-responsive needs and positive, traditions of the school and community | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school <input type="checkbox"/> Understands and can explain the importance of cultural perspective in the school and community | <p>Comment Required:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students. | | | | |
|--|--|--|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>...and</p> <p><input type="checkbox"/> Leverages capacity by building teams of community members to participate in and advocate for the schools' safe environment</p> | <p>... and</p> <p><input type="checkbox"/> Leverages capacity by building teams of staff to lead and manage components of school safety procedures</p> | <p>... and</p> <p><input type="checkbox"/> Reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning</p> | <p><input type="checkbox"/> Understands and implements district policies and procedures regarding school safety</p> | <p>Comment Required:</p> |
| Evaluator Comments: | | | | |

Draft Version 3.1

| Indicator E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students. | | | | |
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| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>...and</p> <p><input type="checkbox"/> Leverages campus and district student support systems including parents/guardians to sustain and strengthen the confidence in the school's ability minimize student discipline issues in order to best serve the educational needs of all students</p> | <p>... and</p> <p><input type="checkbox"/> Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classroom and across the campus</p> | <p>... and</p> <p><input type="checkbox"/> Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students</p> | <p><input type="checkbox"/> Understands and implements district policies and procedures regarding student discipline</p> | <p>Comment Required:</p> |
| Evaluator Comments: | | | | |

Standard 4: Examples of artifacts and/or evidence:

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Standard 5

Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes

Effective principals assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans. With their leadership teams, they regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. They develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review. They are deliberate in the allocation of resources (staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning. They treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

In schools with effective principals, faculty and staff have access to resources needed to meet the needs of all students. Staff understands the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to their school's improvement goals.

Indicators

Strategic planning

5a. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

Maximized learning time

5b. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

Tactical resource management

5c. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

Policy implementation and advocacy

5d. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicator A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|--|--|---|--|---------------------------------------|
| <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leverages high, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitor, evaluate and refine goals, targets and strategies through data analysis <input type="checkbox"/> Clearly communicate the goals and progress toward achieving to all members of the school community | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that goals, targets and strategies align to necessary change initiatives <input type="checkbox"/> Maintains a consistent focus on the school’s goals | <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of data to identify necessary change initiatives <input type="checkbox"/> Leads the school community in the establishment of strategic goals to ensure high expectations for student learning and achievement | |
| <p>Evaluator Comments:</p> | | | | |

| Indicator B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development. | | | | |
|--|--|--|---|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning <input type="checkbox"/> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors the effect of the master schedule on collaborative planning and student achievement <input type="checkbox"/> Establishes policies and procedures that maximize the use of instructional time | <p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction <input type="checkbox"/> Strategically plans an annual professional development schedule that aligns to instructional needs | <ul style="list-style-type: none"> <input type="checkbox"/> Designs school schedules and calendars which address the learning needs of diverse student populations and adheres to legal requirements for planning and instructional time | <p>Requires comment:</p> |
| <p>Evaluator Comments:</p> | | | | |

| Indicator C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals. | | | | |
|---|--|---|--|---------------------------------------|
| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
| <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs structures and processes that enable shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students | <p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices <input type="checkbox"/> Seeks additional human, fiscal and technological resources to maximize outcomes for all students | <p>... and</p> <ul style="list-style-type: none"> Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development of faculty and staff <input type="checkbox"/> Human, fiscal and technological resources necessary to perform their duties and maximize outcomes for all students | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff <input type="checkbox"/> Is knowledgeable of the school budget and accounting procedures | |
| <p>Evaluator Comments:</p> | | | | |

Indicator D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.

| Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|---|---|---|---|---------------------------------------|
| <p>...and</p> <p><input type="checkbox"/> Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement</p> | <p>...and</p> <p><input type="checkbox"/> Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that is aligned with the district initiatives for improving student achievement</p> | <p>...and</p> <p><input type="checkbox"/> Implements district initiatives directed at improving student achievement</p> <p><input type="checkbox"/> Collaborates with administrative colleagues to share best practices related to district goals and initiatives</p> <p><input type="checkbox"/> Seeks internal and external opportunities to secure resources in support of the school's academic program</p> | <p><input type="checkbox"/> Understands and can explain district goals and initiatives directed at improving student achievement</p> <p><input type="checkbox"/> Openly and effectively communicates between and within school and district administration</p> <p><input type="checkbox"/> Is a strong advocate for the school and the school academic program with school district, parents/guardians and the school community</p> | <p>Comment required:</p> |

Evaluator Comments:

Standard 5: Examples of artifacts and/or evidence:

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