

RHODE ISLAND MODEL

**BUILDING ADMINISTRATOR
EVALUATION & SUPPORT
SYSTEM**

EDITION II



The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Letter from the Commissioner

June 2012

Dear Fellow Educators,

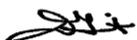
As we work together to transform education in Rhode Island, we have focused on ensuring that we have great teachers in every classroom and great leaders in every school and that we provide you with the resources and support you need to do your job well. To meet that goal, we have been working in partnership with educators across the state to develop a world-class evaluation system. We want to be sure that our evaluation system will provide you with valuable insight and feedback to help you improve teaching over the course of your entire career. I am confident that the evaluation system that we are implementing this year will benefit you and your students for many years to come.

Transitioning to this new evaluation system has presented all of us with many challenges. Over the course of the year, we at the R.I. Department of Education (RIDE) have held meetings, webinars, and workshops with hundreds of Rhode Island educators. Throughout this process, we have received lots of feedback about what's working well and about what problems you may have encountered during the first year of evaluations. We take this feedback seriously and, as a result, we have incorporated your ideas and made changes that will streamline and improve our evaluation process. These improvements, along with, the Educator Performance and Support System (EPSS), will make the evaluation cycle more accurate, transparent, and consistent. All of these improvements will ease the transition to a robust and comprehensive evaluation system for full implementation in the 2012-13 school year.

This handbook will guide you through the Rhode Island Model Building Administrator Evaluation and Support System. I encourage you to use this handbook as a resource, an invitation, and a challenge. I invite you to continue talking – with one another, with your students, and with us. What works best? How can we continue to improve the evaluation process in future years? What are your students and colleagues teaching *you* about what it means to be a great educator? What can you teach others?

We at RIDE are here to support you through workshops, webinars, and training tools. I encourage you to visit us online, at <http://ride.ri.gov/EducatorQuality/EducatorEvaluation>, for additional resources. Please continue to send your comments and suggestions on evaluations to us, at EdEval@ride.ri.gov. I hope the Rhode Island Model Building Administrator Evaluation and Support System will inspire you and your colleagues to move your practice beyond what you thought was your best work – because yours is the most important work in the world.

Sincerely,



Deborah A. Gist
Commissioner of Elementary and Secondary Education

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Model Refinement

Thank you

Thousands of people have spent valuable time to improve this model to benefit Rhode Island's students and their teachers and school leaders. While we wish we could identify everybody by name, we are most grateful to Rhode Island educators. In the face of significant challenges, they wake up every day to give the best of themselves to the children of Rhode Island. We learned from teachers, school leaders, superintendents, central office staff, union representatives, and countless others as we worked to create a fair, transparent, and rigorous evaluation system to help guide their practice.

To our early adopters, Jamestown and Warwick, a special **thank you** for your hard work and feedback during the 2011-2012 school year. To all our educators, thank you for embracing the challenging and powerful work. As we move into full implementation of our revised evaluation system in 2012- 2013, we are grateful to have you in our schools and classrooms.

What We Learned

When we first imagined a new model for building administrator evaluation in Rhode Island, we pored through the data on Rhode Island's needs. We examined best practices for instruction, organizational and strategic support, and the multiple levers impacting student achievement. After incorporating input from Rhode Island educators, we were proud to create a rigorous model to be gradually implemented in schools in 2011-2012.

Thanks to this year of gradual implementation – through months of observation in schools with different needs, cultures and structures, and countless discussions with educators who were integrating the model into their work for the first time – we were able to shape Edition II into what it needed to be for Rhode Island, weaving national best practices and research into the goals and daily work in our classrooms.

- We discovered new ways the model could be streamlined to more easily incorporate it into your practice.
- We examined where we could reduce the paperwork and created an electronic, user-friendly way for you to interact with the system.
- We revised the rubrics, reducing the number of components to eliminate redundancy and improve clarity and objectivity.
- We sought better ways to communicate complex processes more clearly.
- We learned where we needed to align other initiatives with the model in a way that would be more helpful, including the Common Core Standards and curriculum work.

For many schools, the Rhode Island Model represents a sea change in practice, and we learned to embrace the inevitable challenges that come with that change. We were heartened to learn from educators who were willing to re-examine habits and practices that may have felt comfortable and familiar, but could be exchanged for dramatic new possibilities in student learning.

There is no revision that will make this process flow smoothly for everyone. The Rhode Island Model is intended to be fully embedded into building administrator practice as a tool for driving student achievement and continuous professional growth. It creates both real and virtual space for collaborative and reflective conversations about teaching, students, and school-community improvement while grounding the dialogue in tools that provide a common language around the work. We expect it will take time before educators will fully acclimate to using it this way while we also realize that many of these practices are already taking place more informally.

Five Key Priorities for Model Refinement

Rhode Island educators had a significant voice in revising the Rhode Island Model for full implementation in 2012-13, and we weighed every suggestion. While there may still be areas of disagreement, for every change made for Edition II, we were guided by and acted upon what we believe is in the best interest of students in Rhode Island.

For changes to the Rhode Island Model, we were guided by five priorities:

- 1. Streamline for ease of use.**
- 2. Strive for accuracy and consistency.**
- 3. Clarify expectations, requirements, and timelines.**
- 4. Align the Rhode Island Model with other initiatives, such as the Common Core Standards and curriculum work.**
- 5. Clarify focus and connections to student learning.**

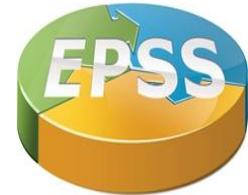
Changes to the Rhode Island Model

Below is a side-by-side comparison of Edition I and Edition II of the Rhode Island Model for building administrators. While significant changes were made to address the five key priorities for model refinement, the core elements, including the evaluation criteria and year-long process, remain the same.

Element	Edition I 2011-12	Edition II 2012-13
Evaluation Criteria	<ul style="list-style-type: none"> Professional Practice Professional Responsibilities Student Learning 	<ul style="list-style-type: none"> Professional Practice Professional Foundations Student Learning
Number of Evaluation Conferences	<ul style="list-style-type: none"> 3 evaluation conferences between the building administrator and the evaluator (Beginning, Middle, and End-of-Year) 	<ul style="list-style-type: none"> 3 evaluation conferences between the building administrator and the evaluator (Beginning, Middle, and End-of-Year)
School Visits	<ul style="list-style-type: none"> At least 4, including: 1 long, announced and 3 short, unannounced Written feedback required after each school visit Post conference required after announced school visit 	<ul style="list-style-type: none"> At least 3, including: 1 announced and 2 unannounced Written feedback required after each school visit Pre- and post-conferences are optional (local decision)
Professional Growth Goals	<ul style="list-style-type: none"> At least 3 set at the beginning of the year 	<ul style="list-style-type: none"> At least 1 set at the beginning of the year
Student Learning Objectives	<ul style="list-style-type: none"> At least 4-6 (per administrator) 3 performance levels for individual Student Learning Objectives 5 performance levels for sets of Student Learning Objectives 	<ul style="list-style-type: none"> At least 2 per administrator (no more than 4) 4 performance levels for both individual and sets of Student Learning Objectives
Rhode Island Growth Model	<ul style="list-style-type: none"> Not applicable in 2011-2012 	<ul style="list-style-type: none"> Not included as part of a building administrator's Student Learning score in 2012-13
Building Administrator Professional Practice Rubric	<ul style="list-style-type: none"> Holistic rubric with 12 competencies School visits and evidence collection required to assess competencies 	<ul style="list-style-type: none"> Holistic rubric with 11 components School visits and evidence collection required to assess competencies
Professional Foundations Rubric (Known as the Professional Responsibilities Rubric in Edition I)	<ul style="list-style-type: none"> Holistic rubric with 10 competencies 	<ul style="list-style-type: none"> Holistic rubric with 6 components

Educator Performance and Support System (EPSS)

RIDE has developed a computer-based system, the Educator Performance and Support System (EPSS) – an electronic tool to assist educators and their evaluators in collecting and managing evaluation information. It will launch in the 2012-13 school year to support high-quality evaluation implementation by maximizing each educator’s time and resources and providing a single data system for educator evaluation.



The EPSS will enhance stakeholder communication, efficiency, and management of the many layers of the evaluation system.

A few examples of how EPSS will ease the transition to full implementation include:

Educator Performance Support System (EPSS)

Throughout the guide, we will explain connections to Rhode Island’s new technology platform with boxes that look like this.

- Providing a user-friendly way to collect, manage, and share qualitative and quantitative data on all three criteria of the Evaluation System: Professional Practice, Professional Foundations, and Student Learning.
- Allowing users to manage activities related to the evaluation process, such as scheduling school visits and conferences, and facilitating two-way communication between evaluators and educators.

RIDE will provide training on the system, which is described in detail at: <http://www.ride.ri.gov/educatorquality/educatorevaluation/EPSS.aspx>.

Overview

We believe that implementing a fair, accurate, and meaningful educator evaluation and support system will help improve teaching, learning, and school leadership. The primary purpose of the Rhode Island Model is to help all educators become more effective in their work.

The Rhode Island Model, grounded in the Educator Evaluation System Standards approved by the Board of Regents in 2009, emphasizes collaboration and feedback to fuel professional growth and specific goals and objectives to measure progress. To determine overall educator effectiveness, the Rhode Island Model includes three evaluation criteria: Professional Practice, Professional Foundations, and Student Learning.

Evaluation Criteria

The Rhode Island Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of building administrator effectiveness. All building administrators will be evaluated on three criteria:

1. **Professional Practice** – A measure of effective school leadership as defined in the Building Administrator Professional Practice Rubric.
2. **Professional Foundations** – A measure of the contributions building administrators make as members of their learning community as defined in the Building Administrator Professional Foundations Rubric.
3. **Student Learning** – A measure of a building administrator’s impact on student learning through demonstrated progress toward academic goals (Student Learning Objectives, with the Rhode Island Growth Model in tested grades and subjects).

Scores from each of the three criteria will be combined to produce a final effectiveness rating of: **Highly Effective, Effective, Developing, or Ineffective.**



Building Administrator Evaluation and Support Process

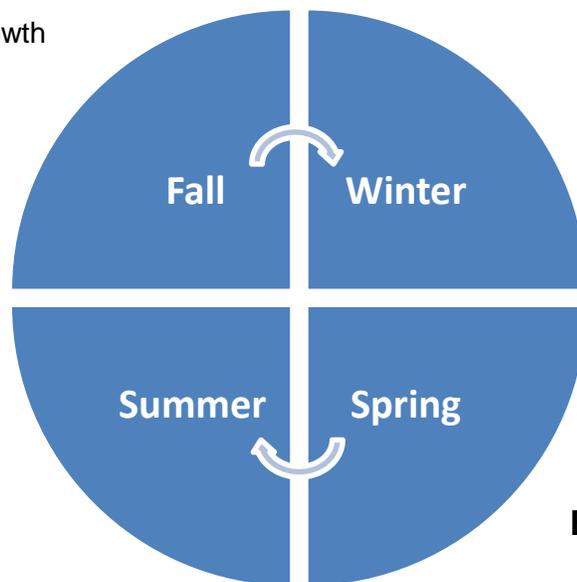
Under the Rhode Island Model, building administrator evaluation begins with the *building administrator*. While evaluators will help to ensure alignment, reliability, and rigor, building administrators will begin by reflecting on past performance and setting a professional growth goal(s) and student learning objectives.

The evaluation and support process for building administrators is grounded in feedback and reflection and anchored by three evaluation conferences at the beginning, middle, and end-of-year. The following chart provides an outline of the process:

The RI Model is an ongoing cycle of goal setting and improvement, informed by observations, data collection, and reflection

Beginning-of-Year Conference

- Set Professional Growth Goal(s) and Student Learning Objectives



Ongoing Reflection and Planning

Mid-Year Conference

- Review Professional Growth Goal(s) and Student Learning Objectives
- Share feedback on performance to date

End-of-Year Conference

- Discuss Professional Growth Goal(s) and share feedback on annual performance
- Determine final evaluation rating

Requirements at a Glance

Below are the minimum requirements of all schools and districts implementing the Rhode Island Model for building administrators:

Element	Minimum Requirements
Evaluation Conferences	<ul style="list-style-type: none"> 3 evaluation conferences between the building administrator and the evaluator (Beginning, Middle, and End-of-Year)
School Visits	<ul style="list-style-type: none"> At least 3, including: 1 announced and 2 unannounced Written feedback is required after each school visit
Professional Growth Goals	<ul style="list-style-type: none"> At least 1 set at the beginning of the year
Student Learning Objectives	<ul style="list-style-type: none"> At least 2 per building administrator (no more than 4)
RI Growth Model Rating	<ul style="list-style-type: none"> Not included as part of a building administrator's Student Learning Score in 2012-13

Flexibility Factor

We recognize that the diversity among districts, schools, and educators requires an evaluation and support system that provides flexibility beyond the minimum requirements. Yet it cannot be so flexible that districts or educators are left on their own to navigate a new system without clarity about what is expected.

For the aspects of the Rhode Island Model that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a ***“Flexibility Factor.”***

Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the Rhode Island Model and establish policies to meet their local needs.

Primary and Complementary Evaluators

The primary evaluator for most building administrators will be the superintendent or assistant superintendent, who will be responsible for the overall evaluation process, including assigning final ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator.

Complementary evaluators may assist primary evaluators by conducting school visits, collecting additional evidence, and providing additional feedback. Like primary evaluators, complementary evaluators are required to give building administrators written feedback after school visits. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with building administrators. Primary evaluators will have sole responsibility for assigning final ratings.

Flexibility Factor

Complementary Evaluators:

District policy may allow for the use of complementary evaluators. They may be individuals based within or outside the school or district in which they serve as evaluators.

All evaluators are required to complete extensive training on the Rhode Island Model.

Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess building administrator effectiveness. We will continue to improve the Rhode Island Model based on feedback from the field and the Technical Advisory Committee, as well as from formal reviews of the data. Additionally,

RIDE will:

- periodically monitor the fidelity of implementation of the evaluation process within districts and adherence to the Rhode Island Educator Evaluation System Standards;
- train evaluators to assign accurate ratings; and
- improve the model in future years based on student achievement and educator development data, state needs, and feedback from educators and the Technical Advisory Committee.

LEAs will:

- ensure that the model is implemented with fidelity by monitoring implementation, reviewing the data produced and decisions made;
- provide procedural safeguards to ensure the integrity of the system, including evaluation appeals;

- respond to educator concerns in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee; and
- conduct periodic audits of evaluation data and review evaluations with contradictory outcomes (e.g., a building administrator has a very high Student Learning score and a very low Professional Practice and Professional Foundations score).



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Support and Development

Professionals in every field learn from each other all the time. They see each other in action, give and receive feedback, and provide examples to emulate in the pursuit of higher achievements. But for many building administrators, who often work independently, intentionally carving this time into work lives becomes even more important. Unless we are purposeful about building collaborative space, both within schools and virtually, a year can go by before we realize we have been working in silos the whole time.

We believe in a system that encourages educators to step outside their silos, observe and learn best practices from each other, and work collaboratively. Because every district is different, support and development may not look exactly the same for everyone. However, the Rhode Island Model is designed to support building administrator development by:

- **Outlining high expectations** that are clear and aligned with school, district, and state priorities;
- **Establishing a common vocabulary** for meeting expectations;
- **Encouraging student-focused conversations** to share best practices and address common challenges;
- **Grounding building administrator professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement; and
- **Providing a reliable process** for educators to focus yearly practice and drive student learning.

Evaluation Conferences (Beginning/Middle/End)

Evaluation conferences are consistently cited by Rhode Island educators as one of the most valuable aspects of the Rhode Island Model. The three evaluation conferences represent an opportunity to promote dialogue about continuous improvement. These in-person conferences can enliven two-way discussion about ways to effectively guide students toward greater achievement.

Beginning-of-Year Conference: Building administrator and evaluator discuss the building administrator's past performance, Professional Growth Plan, Student Learning Objectives, and the year ahead.

Mid-Year Conference: Building administrator and evaluator discuss all aspects of the building administrator's performance to date, including Professional Practice, Professional Foundations, the educator's progress on his or her Professional Growth Plan, and progress toward Student Learning Objectives. In some cases, Professional Growth Plans and Student Learning Objectives may be revised based on discussion between the building administrator and evaluator.

While final effectiveness ratings are not determined until the end of the evaluation cycle, the Mid-Year Conference is an important point in the year when specific concerns should be addressed if they indicate that a building administrator might earn a final rating of Developing or Ineffective. Building administrators should already be aware of specific concerns through school visit feedback and prior documentation so that they are not addressed for the first time at the conference. If the building administrator is struggling, and has not started an Improvement Plan by the time of the Mid-Year Conference, this is an opportunity to craft an initial plan together.

Educator Performance Support System

Districts maximizing the EPSS will have the opportunity to manage their evaluation caseload through EPSS's scheduling system. The system enables evaluators to map out their year and communicate key conference timelines with their building administrators.

The EPSS will also facilitate the conferencing process through the collection of information in preparation for evaluation conferences.

Flexibility Factor

Evaluation Conferences:

The length of each conference is decided at the local level, though we recommend at least 15 minutes per conference. Conference length should match the purpose of the conference to meet stated goals.

LEAs also have flexibility with when and how the Evaluation Conferences are scheduled.

End-of-Year Conference: building administrator and evaluator review summative feedback on Professional Practice and Professional Foundations and discuss progress toward the Student Learning Objectives. Building administrator and evaluator will also discuss progress toward the building administrator's Professional Growth Plan. During or soon after the conference, the evaluator finalizes and shares the building administrator's final effectiveness rating for the school year.



If Student Learning Objective data is not available at the time of the End-of-Year Conference, the evaluator should still share the overall Professional Practice and Professional Foundations ratings. Once the Student Learning Objective data is available, the overall student learning rating and the final effectiveness rating can be calculated and shared.

Evaluation Conference Planning Tools

Effective conferences require significant preparation from educators and their evaluators. **Appendix 1 contains** a sample planning tools that building administrators and their evaluators may wish to use as they prepare for each conference.

Professional Growth Plans

All building administrators will create a Professional Growth Plan at the beginning of the year. This plan requires one concrete goal to focus the building administrator's professional development throughout the year. More specifically, the Professional Growth Plan should be:

- based on the building administrator's past performance (e.g., prior evaluation or self-assessment) or a school or district initiative (e.g., transitioning to the Common Core);
- specific and measurable, with clear benchmarks for success;
- aligned with the Building Administrator Professional Practice and/or Professional Foundations Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

Adjusting a Professional Growth Plan at the Mid-Year Conference

While it is ideal to establish a goal that is ambitious but realistic, the Mid-Year Conference provides a formal opportunity for the building administrator and evaluator to review the Professional Growth Plan and make adjustments if necessary. This could happen if the goal is achieved before the end of the year or if planned activities are not possible.

Flexibility Factor

Professional Growth Plans:

- Schools and districts may determine that a school or district-wide approach for one professional growth goal is preferable. It is also important that building administrators are able to set individual goals designed to meet their professional improvement needs identified through past performance. This may result in some building administrators establishing 2 professional growth goals as part of their PGP.
- Building administrators may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

Performance Improvement Plans

A Performance Improvement Plan provides intensive support for building administrators who are not meeting expectations. A Performance Improvement Plan may be utilized at any time during the school year, but must be put in place if a building administrator receives a final effectiveness rating of Developing or Ineffective.

A building administrator who has a Performance Improvement Plan will work with an improvement team to assist him or her to develop the plan. An improvement team may consist solely of the building administrator's evaluator or of multiple people, depending on the building administrator's needs and the school and district context. More specifically, Performance Improvement Plans should identify specific supports and building administrator actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

The Educator Evaluation System Standards require districts to establish personnel policies that use evaluation information to inform decisions. A building administrator who does not demonstrate sufficient improvement may be subject to personnel actions, according to district policies.

Support and Development FAQs

Q: Is a self-assessment a requirement?

Completing a self-assessment is an optional aspect of the Rhode Island Model, but a school or district may choose to make it a requirement. Completing a self-assessment is recommended for building administrators who are new to the Rhode Island Model, and a self-assessment tool can be found in EPSS.

Q: Will I receive a rating on my Professional Growth Plan?

No. Professional Growth Plans are a required and an important part of the Rhode Island Model because they guide the support and development process. It is not a scored criterion of the Rhode Island Model.

Q: Does my Professional Growth Plan need to be aligned to Student Learning Objectives?

No. The Professional Growth Plan is designed to meet the individual needs of building administrators and is a key aspect of the support and development process. While Professional Practice, Professional Foundations, and Student Learning Objectives are distinct aspects of the system, information from any of these can be used to help develop a Professional Growth Plan.

Q: Can we continue to use goals for more than one year for ongoing work (e.g., aligning curriculum)?

Yes, but multi-year goals should have activities and benchmarks associated with each year's plan.

Building Administrator Professional Practice and Professional Foundations

Building Administrator Professional Practice

The Building Administrator Professional Practice Rubric represents the Rhode Island Model's definition of effective school leadership. Building Administrator Professional Practice involves the ability to foster and sustain a shared vision of learning that sets high expectations for all students. More specifically,

- The Building Administrator Professional Practice Rubric is aligned with the Rhode Island Educational Leadership Standards.
- The Building Administrator Professional Practice Rubric includes 11 components organized into 4 domains:
 - Mission Vision, and Goals
 - Teaching and Learning
 - Organizational Systems
 - Community
- The Building Administrator Professional Practice Rubric is a holistic scoring tool, not an observation or conference tool.
- The components are scored according to the rubric, based on evidence collected during the year. Some will be seen in action (e.g. building administrators participating in school and district activities, modeling high standards of professional behavior) and others will require artifact review (e.g., work plans).
- The rating categories for Professional Practice are “Exemplary”, “Proficient”, “Emerging”, or “Unsatisfactory”.

Building Administrator Professional Foundations

Building Administrators' roles extend beyond the four domains of the Professional Practice Rubric. The Rhode Island Model recognizes the additional contributions building administrators make to their school community through the Building Administrator Professional Foundations Rubric. More specifically:

- The Building Administrator Professional Foundations Rubric is aligned with the Rhode Island Educational Leadership Standards, and the RI Code of Professional Responsibility.
- The Building Administrator Professional Foundations Rubric includes 6 components organized into 2 domains:

- School Responsibilities and Communication
- Professionalism
- The Building Administrator Professional Foundations Rubrics is a holistic scoring tool, not an observation or conference tool.
- Building administrators will be rated on Professional Foundations as “Exceeds Expectations”, “Meets Expectations”, or “Does Not Meet Expectations”.

Assessing Building Administrator Professional Practice and Professional Foundations

Many of the components in the Building Administrator Professional Practice and Professional Foundations Rubrics can be seen in action. Examples of Building Administrator Professional Practice and Professional Foundation components seen in action include: acting on a belief that all students can learn may be seen in classrooms or other academic settings; and educators acting ethically and with integrity is something that is part of our daily professional lives. An evaluator should have notes that serve as evidence of components seen in action. During evaluation conferences feedback on this evidence should be integrated into the discussion.

Educator Performance Support System

Maximizing technology: districts fully maximizing the EPSS system will be able to organize, review, and store artifacts for Professional Foundations online. Building Administrators will be able to match and submit artifacts for their evaluator to review, provide feedback, and eventually determine a Building Administrator Professional Practice and Foundations ratings.

A few components will require artifact review. Examples of Building Administrator Professional Practice and Professional Foundations components that may require artifact review include: school budgets are a likely artifact (APP 3D); a work plan on could serve as an artifact for effective planning and prioritizing (APP 1B).

In some cases it is possible that a Building Administrator Professional Practice or Professional Foundations component may be assessed by seeing it in action or reviewing an artifact. Engaging in meaningful professional development (APF 6) is a good example of the

dual nature of a component. It is possible that an evaluator may directly witness a building administrator’s participation in professional development and growth. However, it’s also possible that building administrators may upload a limited number of artifacts to the EPSS that demonstrate their continual learning.

At the Mid-Year Conference and End-of-Year Conference, evaluators will review all evidence collected and determine ratings according to the Professional Practice and Professional Foundations Rubrics for the end of the year.

Throughout the year, building administrators and evaluators can enter evidence into EPSS, using the system to store data and track progress. Before the Mid-Year and End-of-Year Conferences, all evidence needed for the conference should be in EPSS for the evaluator to review.

Districts have the flexibility to determine evidence for Building Administrator Professional Practice and Professional Foundations components. The charts below represent which components we believe can be assessed by seeing it in action, through artifact review or could be assessed either by seeing it in action or through artifact review. There is an emphasis on assessing components by seeing them in action whenever possible.

Professional Practice Component	In Action	Artifact-driven	Either
1A: <i>Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators and stakeholders</i>			X
1B <i>Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</i>		X	
2A <i>Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</i>			X
2B <i>Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</i>	X		
2C <i>Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals</i>			X
3A <i>Addresses real and potential challenges to the physical and emotional safety and security of the school community</i>	X		
3B <i>Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning</i>			X
3C <i>Employs and improves an evaluation and support system that drives staff and student growth</i>			X
3D <i>Establishes an infrastructure for finance that operates in support of improving learning and teaching</i>		X	



4A <i>Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning</i>	X		
4B <i>Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community</i>			X

Professional Foundations Component	In Action	Artifact-driven	Either
PF 1 <i>Maintains an understanding of and participates in school/district-based initiatives and activities</i>			X
PF 2 <i>Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</i>			X
PF3 <i>Acts on the belief that all students can learn and advocates for students' best interests</i>	X		
PF4 <i>Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents and other community members, in all actions and interactions</i>	X		
PF5 <i>Acts ethically and with integrity while following federal, state, district, and school policies</i>	X		
PF6 <i>Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning</i>			X



School Visits

In dynamic learning communities, the respectful exchange of feedback is a natural element of the school culture. This spirit of open communication is intentional, and the Rhode Island Model encourages evaluators to be frequent visitors, offering constructive feedback to help building administrators reflect on their performance and contribution to student achievement. The basic requirements for conducting school visits include:

- At least one announced school visit, and at least two unannounced for a minimum of three.
- For an announced visit, building administrators must at least be given a one-week window during which the visit will occur (For example, “I will visit your school during the week of March 19th.” However, the week of notification cannot be the same week as the observation).
- Written feedback is required after each school visit.

Flexibility Factor

School Visits:

- Schools and districts may decide to conduct school visits, announced or unannounced, more frequently, based on district and building administrator needs. We encourage frequent visits to schools, with more, for building administrators on Performance Improvement Plans.
- While a one-week window for an announced school visit is required, evaluators may choose to narrow down a timeframe within that week (e.g., “I plan to visit on Tuesday”). Because schools and districts have some flexibility with scheduling announced observations, building administrators and evaluators should be clear about what is expected at the local level.
- Written feedback is required after each school visit, but pre- and post-conferences are optional. Schools and districts can choose to implement pre-and/or post-conferences depending on what works best for their local needs.



Artifact Collection and Review

- The focus of the artifact collection should be on quality rather than quantity.
- All artifacts collected should be clearly connected to the performance descriptors of one or more of the components in the Building Administrator Professional Practice or Professional Foundations Rubrics.
- One artifact could be used to demonstrate proficiency on more than one component of the rubric.
- Artifacts should be collected throughout the course of the year. At the mid-year point a review and check in on progress in Professional Practice and Professional Foundations is included in the mid-year conference.
- Building Administrators may submit brief notes or explanations for why certain artifacts have been submitted if they feel it may not be immediately clear to the evaluator.

Flexibility Factor

Artifact Review:

- Districts can decide the specific process for artifact collection and review, including what and how many artifacts will be collected.
- Timelines may also be determined at the local level, but it is important to ensure expectations are clearly communicated to all building administrators.

Feedback

The goal of feedback is to help building administrators to grow as educators and leaders. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive and constructive. To the extent possible, feedback should be grounded in the component language found in the Professional Practice and Professional Foundations rubrics.

Even the most effective building administrators can improve and should receive constructive feedback. This does not, however, mean that evaluators need to identify an area for development every time they provide feedback. See the next page for additional helpful hints on delivering and receiving feedback.

Helpful Hints for Delivering and Receiving Feedback

When delivering feedback:

- **Deliver feedback as soon as possible.**
- **Use a warm and professional tone.**
- **Be specific.** Include concrete actions or behaviors.
- **Present feedback without delivering a personal opinion.** (“I am seeing this happening,” vs. “I like it when I see you doing this.”)
- **Discuss next steps.**

When receiving feedback:

- **Approach feedback with an open mind.** It is an opportunity to improve practice.
- **Be an active listener.**
- **Ask questions for clarification.**
- **Use a warm and professional tone.**
- **Take notes.** Capturing the conversation may help you reflect later.

Building Administrator Professional Practice and Professional Foundations FAQs

Q: What should I do differently during a school visit?

Nothing. You should act as you do on every other day of the year. For announced school visits, some evaluators may ask to observe something specific or review certain documents, but you are not expected to do anything out of the ordinary. In fact, this is why unannounced visits offer a more spontaneous view of a building administrator's practice. They also can reduce the natural anxiety some building administrators feel when a school visit is announced in advance. Overall, school visits are just one of multiple ways to collect data, along with the sources of evidence and measures of student learning submitted in other parts of this evaluation. The goal with each is to provide as complete a picture of your effectiveness as possible.

Q: Why is Professional Foundations part of the evaluation system?

It is included in the evaluation system because we believe building administrator growth and student success depend on the collective efforts in these areas.

Q: Why were some components modified from Edition I (2011-2012 version)?

We received feedback from educators that some areas may have unintentionally established unfair expectations. There was also some redundancy between components.

Q: How can one artifact be used as evidence for multiple components?

A building administrator might have developed some new ways of communicating information to teachers and families. This may be something that the building administrator just learned so it is evidence of ongoing learning as well as school to home communication.

Q: When/how will I receive feedback on Professional Foundations?

The Mid-Year and End-of-Year Conferences provide formal opportunities to receive feedback and discuss performance related to the Building Administrator Professional Foundations rubric, but evaluators can provide ongoing feedback.

Measures of Student Learning

Student learning is the single most important indicator of educator effectiveness. To that end, every teacher and building administrator in Rhode Island will be evaluated, in part, based upon their impact on student learning.

The Rhode Island Model measures student learning in two ways: Student Learning Objectives and the Rhode Island Growth Model (RIGM). This year, every teacher and building administrator in the state will set at least two and no more than four Student Learning Objectives.

Beginning in the 2012-14 school year, all contributing educators in grades 3-7 will receive a RIGM score.

Student Learning Objectives

Student Learning Objectives present an opportunity for teachers and building administrators to be closely involved in shaping the manner in which the performance of their students is measured. With the use of Student Learning Objectives, educators work together to determine

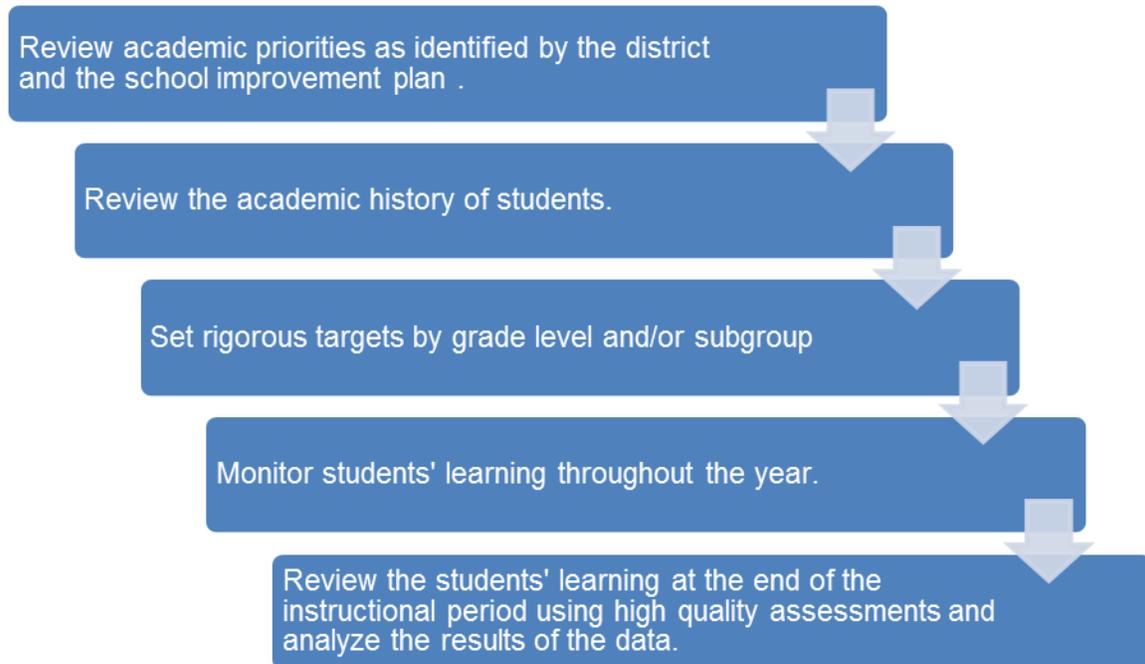
how content should be prioritized so that they can establish clear expectations for how student learning should be assessed. Student Learning Objectives allow for the use of multiple measures of assessment, including existing commercial assessments as well as those that are developed by teams of educators. Teachers and administrators will set targets based upon available data and information for their specific population of students.

Educator Performance Support System

Educators using the EPSS can set their Student Learning Objectives in the EPSS, submit them to their evaluator(s) for review and approval, and upload evidence toward their attainment. Evaluators can also use the EPSS to approve, give feedback on, and score the educator's Student Learning Objectives.

Setting objectives for students' learning is an effective instructional practice. Throughout the country, effective educators and leaders use academic goal-setting to ensure that every student is making progress. They all follow the same general practice: align goals with standards, measure students' baseline knowledge, set targets accordingly, and use high quality assessments to measure students' end-of-year performance. These effective educators track students' learning data during the year and adjust their instruction to meet students' evolving needs. Effective goal-setting serves as a framework for the Student Learning Objectives system.

Framework for Setting Student Learning Objectives



A Student Learning Objective is a long-term academic goal that educators set for groups of students. Building administrator Student Learning Objectives should be set for the entire school year. It must be specific and measurable, based on available prior student learning data and information, as well as any school and district priorities.

Building administrators should work as a team, as appropriate, to develop a shared set of Student Learning Objectives relevant to specific grade levels, courses, schools, and/or district-wide priorities. Administrators will share the same set of Student Learning Objectives including the target and will share the same score.

Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many Student Learning Objectives are appropriate for their school. We recognize that school-level administrators are accountable for all students, but we also recognize that sometimes the most effective strategy is to focus on a specific academic area of need.

All administrators in a school will share a common set of two and no more than four Student Learning Objectives, At least one objective must pertain to mathematics and one to English Language Arts. Objectives should focus on areas of need identified by district priorities, state assessment data or the school strategic/improvement plan. Objectives may focus on subgroups of students, closing gaps or a particular grade level or a span of grade levels and subject areas. Objectives may focus on direct academic improvement, or on indicators of student learning such as enrollment in advanced level English Language Arts and mathematics courses.

However percentages or particular groups of students may not be excluded. It is advisable to set tiered targets according to the historical data of students. The expectation is that all students are making academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.



Students who are performing below grade-level proficiency should be expected to reduce the gap between their knowledge and grade-level proficiency by the end of the interval of instruction.

Anatomy of a Student Learning Objective

Element	Description
Objective Statement	Identifies the priority content and learning that is expected during the interval of instruction. The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.
Rationale	Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective and indicates if it's aligned with a building administrator's Student Learning Objective and describes how the Student Learning Objective aligns with district priorities.
Students	Specifies the number of and grades/classes of students to whom this objective applies.
Interval of Instruction	Student Learning Objectives applies to the entire academic year.
Baseline Data	Describes students' baseline status (e.g. knowledge, achievement levels, enrollment numbers), including the source(s) of data and its relation to the Student Learning Objectives. If baseline data are not available for the student population to whom the Student Learning Objective applies, data about a similar student group (such as students taught in a previous year) or national expectations about student achievement in this area may be referenced.
Target(s)	Describes where the administrator expects students to be at the end of the interval of instruction. All targets should be measureable and rigorous, yet attainable for the interval of instruction. In most cases, targets should be tiered (differentiated) so as to be both rigorous and attainable for all students included in the Student Learning Objective.
Rationale for Target(s)	Explains the way in which the target was determined, including the data source(s) (e.g., benchmark assessment, historical data for the students in the course, historical data) and the targets are both rigorous and attainable and that they account for all students. Rationale should be provided for each target.



Evidence Source	Describes which assessment(s) or measures will be used to describe student learning, why those selected are appropriate for measuring the objective... Evidence quality can be identified as being high (refers to assessments administered and scored in a standardized manner), medium (refers to assessments with moderate standardization and may have subjective scoring), or low (refers to assessments not administered and scored in a standardized manner).
Administration	Describes how the measure(s) of student learning will be administered (e.g., once or multiple times throughout the year or during designated testing windows or determined (e.g. through data analysis, student course registration, etc.)
Scoring	Describes how the evidence will be collected and scored (e.g., by administrative teams)

Aligning Student Learning Objectives

Principals will write Student Learning Objectives that align with the School Improvement Plan and his or her district's Strategic Plan. Because these objectives may inform teacher Student Learning Objectives in some grades or content areas, the administrator should make their Student Learning Objectives available to teachers as early in the school year as possible. Having access to administrator Student Learning Objectives allows teachers the opportunity to ensure that their Student Learning Objectives are aligned with their administrators' when appropriate. For some teachers, this will be a very natural connection. Mathematics teachers may write Student Learning Objectives that, if met, will contribute to their administrator's Student Learning Objective in mathematics. Some teachers may have less obvious but still important connections to the administrator's Student Learning Objectives. For example, social studies teachers may have a Student Learning Objective that focuses on students' ability to write a research report that meets the Common Core's literacy standards.

In some instances, it may not make sense to write a Student Learning Objective aligned with an administrator's. A music teacher may have Student Learning Objectives that are focused on music theory and practice. A focus of this type, while critical in music, may not align with an administrator's Student Learning Objective in mathematics or literacy.

The Process for Setting Student Learning Objectives

Setting Student Learning Objectives prompts building administrators to answer three key questions:

- 1. What are the most important skills and knowledge my students must learn?**
- 2. How will I determine if students have learned them?**
- 3. Based on what I know about the students, what is a rigorous and attainable target for how much they should learn?**

These questions align with the three major criteria of a Student Learning Objective: priority of the content, quality of the evidence, and rigor of the target.

Priority of Content

Begin the process of setting Student Learning Objectives by reviewing available historical achievement data. Building administrators' objectives should be clearly aligned with key district goals and priorities and should reflect the school improvement and district plans.

The Student Learning Objective should align with grade level or grade span standards, the Common Core State Standards, or other content-specific standards for a particular content area. The overarching concept is that if the objective is met, students should have the essential knowledge and skills necessary for success in the next grade or level of instruction.

Quality of Evidence

High-quality assessments are essential to the accurate measurement of students' learning. Administrators may rely on assessments that are administered and scored by teachers. Various assessments may be used as evidence of target attainment, ranging from teacher-created performance tasks to purchased standardized assessments. All teachers who teach the same course (grade-level and subject combination) should use the same sources or evidence for the objectives related to that course. This will promote consistency and fairness for teachers, while ensuring that students across the school are held to the same standards of achievement.

However, not all assessments are of high quality, regardless of their source. In order to select a high-quality assessment, it is important to identify the intended purpose of the assessment, and its alignment with the content standards and then to select an assessment that can adequately fulfill those purposes.

The Comprehensive Assessment System (CAS) Criteria and Guidance (available on the RIDE website) provides an explanation of the purpose of assessment. As that explanation highlights, one of the purposes of assessment is to measure outcomes. This purpose is directly relevant to using assessments for Student Learning Objectives. Also helpful is what the CAS document highlights regarding developing and selecting assessments.

As part of the CAS initiative, districts should have Assessment Maps, which provide an overview of assessments currently used within the district, including the name, type, and purpose of each assessment, as well as additional information such as grade level and content area, a brief description of the assessment, scoring procedures, and allowable accommodations. Educators struggling to identify high quality assessments should consult with their district offices for Assessment Maps or other resources.

For further guidance on selecting high-quality assessments, please see Appendix 2.

Rigor of Target

When setting the target(s) for a Student Learning Objective, the administrator should review available baseline data or information. Using these data, he or she should determine targets that are rigorous and attainable.

Educators understand that not all incoming students arrive with the same level of preparedness for the content. Like the instruction provided in each classroom, targets may also be tiered to reflect differentiated expectations for learning by subgroup or grade level

For example, if the data shows that some students are missing necessary prerequisite knowledge or skills, another target should be set that is both rigorous and attainable for this subgroup of students.

Similarly, if the administrator determines that some students are entering the course with prerequisite knowledge or skills that exceed what is expected or required, he or she should set a target that is both rigorous and attainable for this group of students.



Targets for students who begin an instructional interval below grade level should be set to reduce the gap between their current and expected performance.

One way to determine if targets are rigorous is to refer to baseline data. Baseline data may take many forms, including:

- prior year assessment scores or grades
- beginning-of-year benchmark assessment data
- other evidence of students' learning, such as portfolio work samples

In some cases, baseline data will not be available. For example, students who are entering kindergarten may not have previous year's performance data. In this case, targets should be informed by past performance of similar groups of students (locally or nationally) or by early year baseline information.

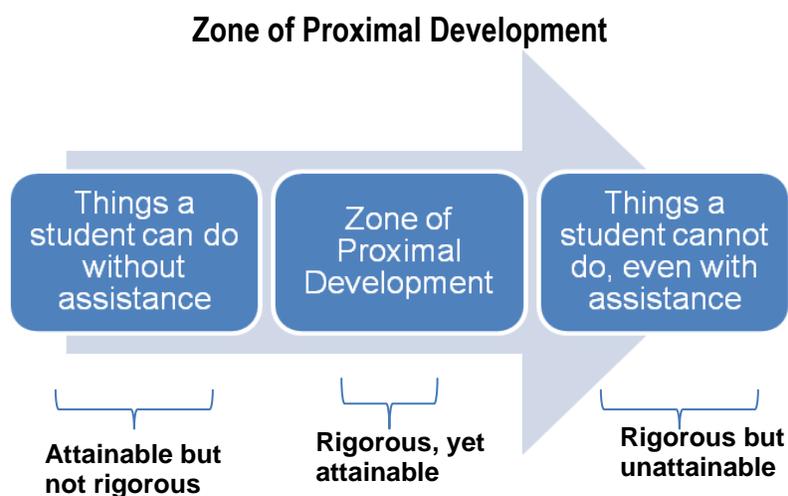
The following is an example section of a Student Learning Objective for second grade reading using baseline data:

Baseline Data: Baseline data will be collected from the fall administration of DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

Targets: Using the DIBELS Assessment, which is administered three times per year (fall, winter and spring) in accordance with our district's comprehensive assessment system students will demonstrate the following progress: All kindergarten students in the school will attain a score of 25 sounds per minute on the Initial Sounds Fluency (ISF) during the winter administration or grow at least 12 sounds at each district administration (winter and spring) or reach 25 sounds per minute by the end of the school year; all first grade students in the school will attain a score of 35 sounds per minute on the Phonemic Segmentation Fluency (PSF) during the winter administration or grow at least 18 sounds at each district administration (winter and spring) or reach 35 sounds per minute by the end of the school year.

Rationale for Targets: These targets were chosen such that if a student is scoring in the "at risk or deficit" category at the beginning of the year and grows at least the number of points for the corresponding grade level target, he or she will reach the "low risk" category by the end of the year. In past years, our district has found a strong correlation between kindergarten and first grade students scoring at the established level in phonemic awareness and their ability to reach proficiency on the alphabetic principle and early reading, success.

There are many ways to conceptualize rigor. One way is Vygotsky's *Zone of Proximal Development*, which describes the range between a task that can be completed without instructional guidance (independently) and a task that cannot be completed, even with guidance. The most effective instruction aims at the space within this zone because it provides challenge that causes students to learn without frustrating them by being completely inaccessible (see figure below).



Setting Student Learning Objective for Diverse Learners

English Language Learners

English Language Learners should be incorporated in general educator's Student Learning Objectives. Educators may set differentiated (tiered) targets to ensure that all students are meeting a rigorous, yet attainable, objective. In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All educators should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

English as a Second Language teachers whose primary responsibility is students' language development may set Student Learning Objectives using English Language Development (ELD) goals based on Cook's profiles (for more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>). Evidence should include ACCESS for English Language Learners, the WIDA Model, or locally developed assessments based on the WIDA standards (speaking, writing rubrics, WIDA summative ELPS, ACCESS released items, etc.). When sufficient numbers of English Language Learners exist in a district, targets can be based on local data on student achievement norms. English Language Development growth should take into account students' ages and initial proficiency levels.

For schools with a significant number of English Language Learners, a Student Learning Objective based on an English Language Development goal should be developed by building administrators.

Students with Disabilities

As with the general education population of students, Student Learning Objectives for students with disabilities should also be based upon grade-level content standards, historical data, and other academic information. Though there may be overlap in the content, assessments or evidence used, Individualized Education Program (IEP) goals cannot be used as Student Learning Objectives. There is an important statutory difference between a student's IEP goals and the Student Learning Objectives used in the Educator Evaluation System, so it is important to keep the two systems and related goals distinct. Broad trends across students' IEPs should inform an administrator's Student Learning Objectives. IEP goals, assessments and other evidence may inform Student Learning Objectives, for example if the focus is in the content areas of English Language Arts or mathematics and reflects student academic performance consistent with the general education curriculum at grade level. Administrators are encouraged to work collaboratively to create objectives that are designed to close academic achievement gaps. Students' incoming levels of performance and the anticipated progress that they will make by the close of the school year should be taken into account when setting differentiated tiered targets. This ensures that rigorous targets are set for all students.

The Process of Approving and Monitoring Student Learning Objectives

After the Student Learning Objectives are written, they need to be approved by the administrator's evaluator. In order for a Student Learning Objective to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content:** is the objective focused on the right material?
2. **Rigor of Target:** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?
3. **Quality of Evidence:** Will the evidence source provide the information needed to determine if the objective has been met?

High-quality assessments are essential to the accurate measurement of students' learning. Various assessments may be used as evidence of target attainment, ranging from teacher-created performance tasks to purchased standardized assessments. Some Building Administrators may prefer to use commercial or district common assessments as evidence for their Student Learning Objectives, whereas others may prefer to use assessments that are created, administered, and scored by teachers.

There are many considerations for what type of assessment to use as evidence for a Building Administrator Student Learning Objective. One of the primary considerations is how results are reported and how those results could be used to measure attainment of targets. The Building Administrator will want to think through the process of compiling and aggregated results from multiple assessments, or assessments from multiple teachers, when they are selecting the assessment to use as evidence.

Additional considerations for determining what assessment to use as evidence include the quality of the assessment, the assessment purpose, the alignment of the assessment to content standards and to the material being measured in the Student Learning Objective. The Comprehensive Assessment System (CAS) initiative provides guidance on developing and selecting assessments, including Appendix B of that document. Another aspect of the CAS initiative includes Assessment Maps that each District was encouraged to complete. These maps provide an overview of assessments currently used within the district, including the name, type, and purpose of each assessment, as well as additional information such as grade level and content area, a brief description of the assessment, scoring procedures, and allowable accommodations. Educators struggling to identify high quality assessments should consult with their district offices for Assessment Maps or other resources.

Flexibility Factor

Approving Student Learning Objectives:

Depending on how early in the year evaluators schedule the Building Administrator's Beginning-of-Year Conference, the Student Learning Objectives do not have to be approved by the end of the Conference. However, Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than October 1st.

For further guidance on selecting a high-quality assessment, please see Appendix 2, which includes a table of various characteristics of assessments of different quality.

Ongoing Monitoring of Student Learning Objectives

At the Beginning-of-Year Conference, the building administrator and evaluator should discuss how progress toward the Student Learning Objectives will be monitored. This may include administering interim assessments aligned to the content of the Student Learning Objective, monitoring students' grades as an indicator of their mastery of course content, or other ways of collecting information about student performance. Throughout the year, the building administrator will collect information about students' learning according to the plan and bring those data to conferences in order to discuss students' progress. Together, the building administrator and evaluator should examine whether students are on track and identify strategies for ensuring targets are met.



Teachers and administrators might find it useful to group students (e.g., those on track to meet their target; those on track to exceed their target; and those students not on track to meet their target). These groupings will help teachers differentiate instruction according to the needs of their students and help both teachers and administrators track their own progress toward meeting Student Learning Objective targets.

Reviewing Student Learning Objectives at the Mid-Year Conference

Administrators should monitor students' learning throughout the instructional interval and make necessary adjustments when students are not progressing as expected. The Mid-Year Conference offers an opportunity for educators to review and discuss students' learning progress with their evaluators. Educators and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practices, programming, resources, and scheduling.

Building administrators should not have a need to revise their Student Learning Objectives mid-year. If an extenuating circumstance should occur, the administrator should discuss the issue with their evaluator and together determine if the administrator is in need of support or if the Student Learning Objective should be revised.

The Process for Scoring Student Learning Objectives

Prior to the End-of-Year Conference, teachers need to submit all available student learning data to the evaluator. Student Learning Objectives that make use of highly standardized assessments require fewer sources of documentation than those that incorporate less standardized assessments. The table below highlights the different levels of standardization and the levels of documentation that would be needed in each category:

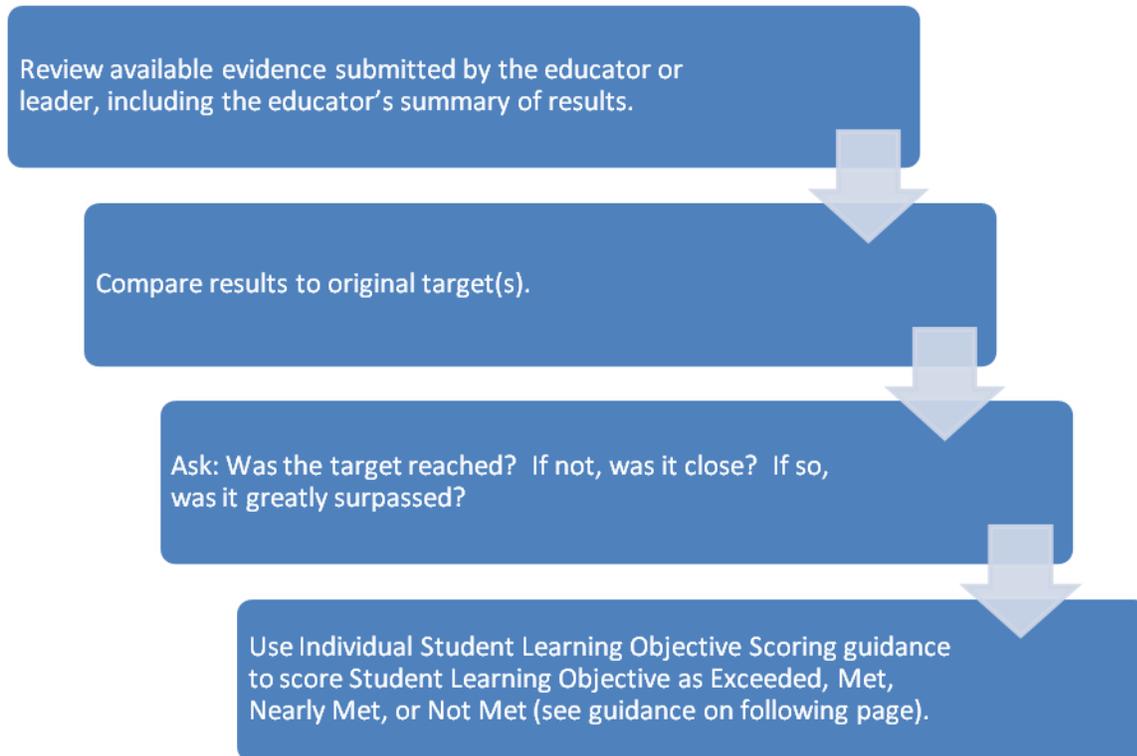
Documentation Needed to Score Student Learning Objectives

Level of Assessment Standardization & Level of Documentation Needed	Low Standardization (Individual- or teacher-team made test) More Documentation	Medium Standardization (F&P Language, DRA, District Common Assessment) Moderate Documentation	High Standardization (AP Exam, NWEA) Less Documentation
Documentation Type I	Summary statement referencing attainment of target	Summary statement referencing attainment of target	Summary statement referencing attainment of target
Documentation Source Type II	Compiled score data	Compiled score data	Compiled score data
Documentation Source Type III	Rubric for scoring	Rubric for scoring	
Documentation Source Type IV	Anchor papers (i.e., examples of scored student work)	Anchor papers (i.e., examples of scored student work)	
Documentation Source Type V	Assessment		

A highly standardized assessment does not always mean a high quality assessment – greater standardization does not necessarily indicate higher quality. The quality of an assessment depends on many criteria, including its purpose, intended vs. actual use, and grade level appropriateness. Evaluators should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, and determine the extent to which each objective was met. Evaluators will rate each individual objective as “Did Not Meet”, “Nearly Met”, “Met”, or “Exceeded”.

Scoring Individual Student Learning Objectives

The process for scoring individual Student Learning Objectives begins with a review of the evidence. The following graphic outlines the specific steps an evaluator should take to score individual Student Learning Objectives:



If multiple sources of evidence are used, evaluators should compare each result to the respective target and consider:

1. Why was each source of evidence included?
2. Do the sources of evidence overlap and provide multiple measures of the same standards? If so, in some cases attainment on one source might be sufficient evidence that a Student Learning Objective was met.
3. Do the sources of evidence supplement each other to capture the full range of standards addressed by the Student Learning Objective? If so, students should show attainment on both sources of evidence for the Student Learning Objective to be considered met.

Individual Student Learning Objective Scoring Guidance

Exceeded	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify a Student Learning Objective for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
Met	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	<ul style="list-style-type: none">• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).
Not Met	<ul style="list-style-type: none">• This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s), the Student Learning Objective was not met. This category also applies when results are missing, incomplete, or unreliable.

Scoring Student Learning Objective Sets

Educator Performance Support System

For educators using the EPSS, the system will automatically calculate overall Student Learning Objective rating when individual Student Learning Objective scores are entered into the system.

Once individual Student Learning Objectives are scored, the Student Learning Objective Set Scoring Tables will be used to determine an overall Student Learning Objective rating. Student Learning Objective set scoring tables are located in **Appendix 3**.

The scoring guidance for Student Learning Objectives includes language that requires professional judgment (e.g., almost all, many, few). These descriptors can be thought of as individual students or as a percent of total students. When there are 25 students or less (approximately one class size) use the number of students to determine if the target was met. When there are more than 25 students, use the percent

of total students to determine if the target was met. . For example, “almost all” may be 23 out of 25 students, or 95% of the 100 students in all Algebra I classes.

Exceeding a target is reserved for those instances when it stretches students beyond what is typically expected for the course, when achievement gaps are closed, or when students make substantial progress. For example, this may be defined on a standardized test as more than one year’s progress.

Student Learning Objective Set Scoring Guidance

Exceptional Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.
Full Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.
Partial Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.
Minimal Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

How to Use Student Learning Objective Data

The data generated by Student Learning Objectives is used to inform the scoring of Student Learning component of the educator evaluation system. However, it is also useful for prompting reflection by the educator and may even inform decisions about professional development and resource allocation.

For example, suppose an administrator set a Student Learning Objective focused on elementary reading comprehension. At the end of the year, a substantial number of students did not meet the targets that were set for them. Upon reviewing the data, the administrator notices that nearly all of the students who did not meet their targets were in the lowest tier—reading below grade level. Conversely, almost all of the students who entered on grade level met their targets. This administrator might decide, based upon this and other corroborating sources of evidence that he should seek out professional development that will assist teachers in building skills to better support struggling readers.

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that provides an additional way of looking at student achievement. The RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. The RIGM provides a fuller, more descriptive picture of student achievement. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

Beginning in the 2013-14 school year, all teachers who contribute to student learning in math and reading in grades 3-7 will receive an RIGM rating. Administrators who oversee students in these grades will also receive an RIGM rating.

How Rhode Island Growth Model Ratings are Calculated

RIGM ratings are calculated by using median student growth percentiles. RIDE is consulting with the Technical Advisory Committee to finalize the cut points that will differentiate among "High", "Typical", and "Low" growth. Detailed information about the RIGM is also available at <http://www.ride.ri.gov/assessment/RIGM.aspx>

How Student Growth Percentiles are Calculated: The RIGM uses a statistical model to create student growth percentiles (SGPs). In creating SGPs students are compared to their academic peers who scored similarly on the NECAP in the past (the model goes as far back as possible to calculate a "cohort" for each student). Academic history is the *only* factor by which students are grouped. Low-performing students are compared to other low-performing students; high-performing students are compared to other high-performing students, etc. Student demographic characteristics, for example, are not used to create a student cohort. Then the most recent NECAP score distribution for each cohort is used to determine the percentile at which an individual student scored within his or her cohort. That percentile number is their SGP. Student growth percentiles range from 1 to 99, with higher values indicating more growth relative to academic peers. For example, a student with an SGP of 90 showed more

growth than 90% of his or her academic peers. With the RIGM, a student can have a high SGP when performance is not yet at a proficient level.

How Teacher Scores are Calculated: For a group of students (e.g., in a classroom or school), SGP data will be aggregated (summarized) to determine the median SGP of the group of students. To do so, all tested students' SGPs are arranged in order (e.g., 1-99) to determine the median SGP that is most representative of the classroom or school. The median SGP is the point at which half of the students' SGPs are above and half are below. For example, the median SGP in the sample roster below would be 60. Note that because a student's growth score is calculated based on his/academic peer, both low and high achieving students have the opportunity to demonstrate high growth. For example:

Student	NECAP	SGP	
Emily	465	15	
Peter	440	37	
Sam	429	60	← Median SGP
Elizabeth	455	72	
Alex	433	91	

How Math and Reading Growth Scores are Combined: For teachers who are responsible for student learning in both reading and mathematics, both scores will be combined into one growth rating. *For example:*

Student	SGP	
Emily (Math)	20	
Peter (Reading)	32	
Emily (Reading)	52	
		← Median SGP = 52.5
Elizabeth (Math)	53	
Elizabeth (Reading)	64	
Peter (Math)	85	



Student Learning FAQs

Q: How do Student Learning Objectives connect to the Common Core?

Student Learning Objectives should be aligned to state and national standards, including the RI GSEs/GLEs and the Common Core State Standards in English language arts and mathematics. RI LEAs are in the process of transitioning to the CCSS in ELA and mathematics, in preparation for the PARCC assessment. If you are teaching in an LEA that has already transitioned at your grade level, your Student Learning Objectives should be aligned to the CCSS. If you are teaching in a grade level that has not transitioned, or in a content area not covered by the CCSS, you should align your Student Learning Objectives to the RI GSEs/GLEs or other national standards.

Q: What if I am the sole building administrator at my school? Should I set Student Learning Objectives alone?

We do not encourage anyone to set a Student Learning Objective in isolation. If you do not have a team with which to develop Student Learning Objectives, we encourage you to collaborate with building administrators across the district. Though they might have different local contexts, they may be able to help you review data, identify priority areas, or administer and score the evidence according to best practices.

Q: What other Student Learning Objective resources are available?

RIDE has sample Student Learning Objectives and additional resources on the RIDE website at: <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO.aspx>.

Q: How many years of NECAP scores will be used to determine a building administrator's median SGP?

Two years of growth scores will be used to calculate a building administrator's growth rating.

Q: How is the Rhode Island Growth Model different from the "Value-Added" assessment being used in many other states?

Both the value added model and the RI Growth Model examine academic growth rather than looking at an absolute achievement score. However, in the "value-added model", students are grouped according to demographic data such as poverty and race, and then compared against students in a similar demographic cohort. In Rhode Island, we chose to compare students to their *academic* peers. Students are grouped and compared based upon NECAP performance alone.

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Calculating a Final Effectiveness Rating

The final effectiveness rating for building administrators will combine an individual's Student Learning score and Professional Practice and Professional Foundations score. Educators will receive one of four final effectiveness ratings:

Educator Performance Support System

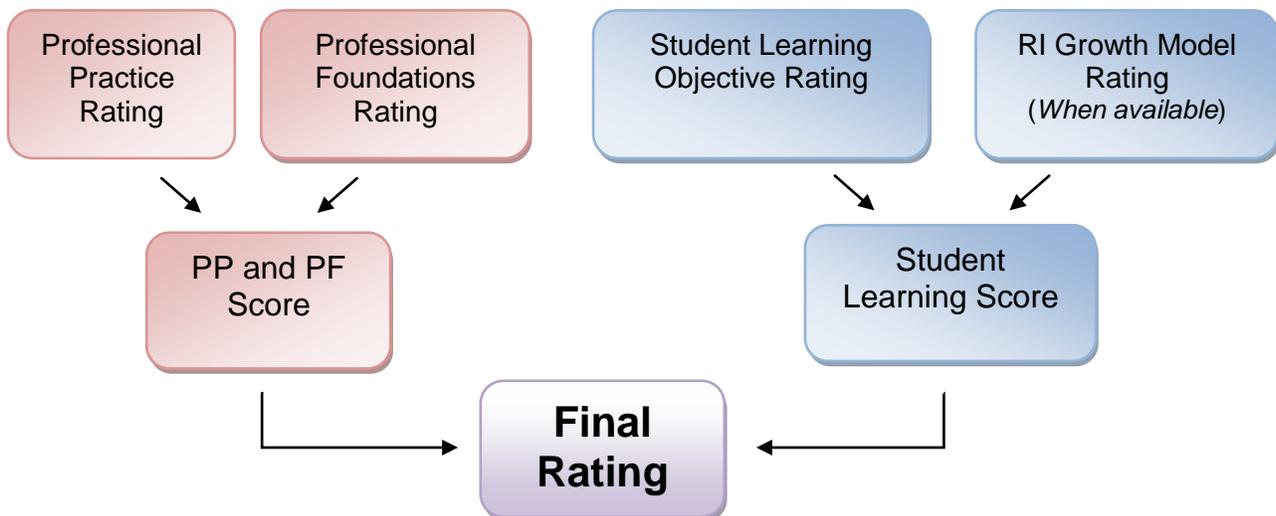
The EPSS will automatically complete many of the steps involved with calculating a building administrator's final effectiveness rating. For example, after evaluators input individual Student Learning Objective scores, the EPSS will calculate the overall Student Learning Objectives rating.

The EPSS will also be used to collect and report final effectiveness ratings to RIDE.

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Foundations, Student Learning Objectives, and (when applicable) the Rhode Island Growth Model combine to produce the final effectiveness rating. The section that follows explains how a series of matrices is used to calculate this rating.

Components of Final Effectiveness Rating



Step 1 – Calculate a Professional Practice Rating

- The evaluator refers to all available data related to the building administrator’s performance over the course of the year, including any artifacts, school site visit notes, and written feedback they have provided.
- The evaluator reviews performance descriptors for each Professional Practice component and selects the level for each component which best describes the building administrator’s performance for the year. If a building administrator’s performance does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each performance level has an assigned numerical point value.
- The scores for each of the eleven components will be added together to get a total Building Administrator Professional Practice Rubric score (total will be between 11 and 44).
- The following bands of scores will be used to determine the Professional Practice Rating:

Exemplary = 40-44
Proficient = 31-39
Emerging = 21-30
Unsatisfactory = 11-20

Step 2 – Calculate a Professional Foundations Rating

- The evaluator refers to all available data related to the building administrator’s performance over the course of the year, including any artifacts, school site visit notes, and written feedback they have provided.
- The evaluator reviews performance descriptors for each Professional Foundations component and selects the level for each component which best describes the building administrator’s performance for the year. If a building administrator’s performance does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each component must receive one whole number score. Each performance level has an assigned numerical point value.
- The scores for each of the six components will be added together to get a total Building Administrator Professional Foundations Rubric score (total will be between 6 and 18).
- The following bands of scores will be used to determine the Building Administrator Professional Foundations Rating:

Exceeds Expectations = 17-18
Meets Expectations = 12-16
Does Not Meet Expectations = 6-11

Step 3 – Combine Professional Practice and Professional Foundations to form “PP and PF” Score

- The matrix pictured below, will be used to determine the PP and PF score, on a scale of 4 to 1. In the example below, the building administrator received a Professional Practice rating of “Emerging” and a Professional Foundations Rating of “Meets Expectations.” These combine to form a PP and PF score of 2.

Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Step 4 – Calculate a Student Learning Objective Rating

- Evaluators will score each individual Student Learning Objective as “Exceeded”, “Met”, “Nearly Met”, or “Did Not Meet”.
- Once individual Student Learning Objectives are scored, an overall Student Learning Objective rating will be calculated using the scoring tables located in **Appendix 3**.
- Sets of Student Learning Objectives will receive one of the following ratings:

- **Exceptional Attainment**
- **Full Attainment**
- **Partial Attainment**
- **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (when applicable)

- Beginning in the 2013-14 school year, all administrators who oversee students in grades 3-7 will also receive an RIGM rating of “Low Growth,” “Typical Growth,” or “High Growth.” These ratings will be supplied to evaluators by the Rhode Island Department of Education.

Step 6 – Determine an Overall Student Learning Score

- For the 2012-13 school year, the Student Learning Objective rating will be the only component of the overall Student Learning Score.
- Where applicable (beginning in 2013-2014), the Student Learning Objective rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received a Student Learning Objective rating of “Full Attainment” and a Growth Model rating of “Typical Growth”, these two ratings would combine to produce an overall Student Learning score of 4. For building administrators without a Rhode Island Growth Model rating, their Student Learning Objective rating will be their overall Student Learning score.

Student Learning Matrix

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PF score and the Student Learning score will be combined using the matrix on the following page to establish the final effectiveness rating. In this example, the educator received a Student Learning score of 3 and a PP and PF score of 2, which results in a final effectiveness rating of “Effective”.

PP and PF Matrix

Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Student Learning Matrix

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14 school year.

Final Effectiveness Rating Matrix

		STUDENT LEARNING			
		4	3	2	1
PP x PF	4	HE	E	D	D*
	3	HE	E	D	D
	2	E	E	D	I
	1	D*	D	I	I

Key

HE – Highly Effective
 E – Effective
 D – Developing
 I – Ineffective

Final Note: The Evolving Rhode Island Model

Edition II of the Rhode Island Model represents our best shared thinking and effort to support and challenge all educators toward their highest achievements. As with any assessment of such a nuanced and human practice, challenges will remain. We look forward to working through them with you.

With a shared commitment to student and educator learning – we are confident that together we will meet all children’s academic need for an excellent education in Rhode Island’s public schools.

Thank you for embracing the challenging and powerful work of an educator. As we move into full implementation in 2012-13, we are grateful to have you in our schools and classrooms.

Glossary

For terms and acronyms used in the Rhode Island Model Building Administrator Evaluation and Support System

Building Administrator Professional Foundations Rubric: This rubric measures the contributions building administrators make to their school community in addition to their professional practice. The Building Administrator Professional Foundations rubric includes 6 components that are aligned with the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibility.

Building Administrator Professional Practice Rubric: This rubric represents the Rhode Island Model's definition of school leadership. The Building Administrator Professional Practice Rubric is a holistic scoring tool that consists of 11 components organized into 4 domains.

Building Administrator Student Learning Objectives: Specific, measurable goals, set by building administrators, that reflect the most important learning goals for students based on Rhode Island content standards and aligned with the School Improvement Plan and the district's strategic plan.

Common Core Standards: The Common Core State Standards, adopted by the Board of Regents in July 2010, define the knowledge and skills students should have in English literacy and mathematics within their K-12 education careers so that they will graduate from high school able to succeed in college, careers, and life. The Standards were developed as a state-led effort of 45 states, 2 territories, and the District of Columbia, and coordinated by the National Governors Association and Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and education experts.

Complementary Evaluator: An evaluator who, in designated cases, may supplement the work of a primary evaluator by conducting observations, providing feedback, or gathering evidence and artifacts of student learning. Primary evaluators will have sole responsibility for assigning evaluation ratings.

District Evaluation Committee: Oversees the implementation of educator evaluation in each local school system and ensures that the system is fairly and accurately administered.

Educator Performance and Support System (EPSS): EPSS is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation. The EPSS provides a tested, yet customized online system to streamline and support the Educator Evaluation work throughout the state.

Final Effectiveness Rating: The final effectiveness rating derived from the combined results of the matrices which measure Professional Practice, Professional Responsibilities, and Student Learning. The four summative ratings available include: Highly Effective, Effective, Developing, and Ineffective.

Grade Level Expectations (GLEs): In response to the federal No Child Left Behind Act (NCLB), Rhode Island partnered with Vermont and New Hampshire to develop Grade Level Expectations (GLEs) and to design the New England Common Assessment Program (NE-CAP).



Grade Span Expectations (GSEs): Grade Span Expectations represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate proficiency in applying them independently.

New England Common Assessment Program (NECAP): A series of reading, writing, mathematics, and science achievement tests, administered annually, which were developed in response to the federal No Child Left Behind Act. It is collaborative project of the New Hampshire, Rhode Island, and Vermont departments of education, with assistance from the National Center for the Improvement of Educational Assessments. Measured Progress, an assessment contractor from Dover, New Hampshire, coordinates production, administration, scoring, and reporting. The NECAP tests measure students' academic knowledge and skills relative to Grade Expectations which were created by teams of teachers representing the three states. Student scores are reported at four levels of academic achievement; Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8, and 11, and science is assessed in grades 4, 8, and 11. The reading, math, and writing tests are administered each year in October. The science tests are administered in May.

Primary Evaluator: The person chiefly responsible for evaluating a teacher or building administrator.

Professional Growth Goal: This goal, based on self reflection and prior evaluation data, is the focus of the teacher's or administrator's Professional Growth Plan. The goal will be specific and measurable, with clear benchmarks for success. It will be aligned to components in the Professional Practice or Professional Foundations Rubrics.

Professional Growth Plan: The individualized plan for educator professional development. Each plan consists of Professional Growth Goals and clear action steps for how each goal will be met.

Rhode Island Code of Professional Responsibility: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Educational Leadership Standards, were used to develop the Professional Foundations Rubric.

Rhode Island Educational Leadership Standards: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Code of Professional Responsibility, were used to develop the Professional Foundations Rubric.

Rhode Island Educator Evaluation System Standards: Developed by RIDE in 2009 to help school districts build rigorous, fair, and accurate educator evaluator systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force.

Rhode Island Growth Model: This growth rating is one of two methods used to measure Student Learning. The other method is Student Learning Objectives. For teachers, the RI Growth Model rating is calculated by comparing the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy of this growth rating, the score will reflect two years' worth of assessment

data. For administrators with available Rhode Island Growth Model results, this score will be combined with the Student Learning Objective score using the same matrix as the one used for teachers.

Rhode Island Professional Teaching Standards: The RIPTS were developed by a working group comprised of teachers, administrators, and other educators from throughout the state and are rooted in state and national teaching standards. They are an outgrowth of the Rhode Island Beginning Teacher Standards (RIBTS) that were developed in 1994. These standards were used to develop the Teacher Professional Practice Rubric.

School Improvement Plan: The SALT (School Accountability for Learning and Teaching) program founded in 1998 asks schools to form a school improvement team, which conducts various self-study activities. The school then develops a School Improvement Plan for improving student performance based on their findings.

Self-Assessment: An optional tool that teachers may complete to help them determine their Professional Growth Goal (s). The self-assessment prompts educators to reflect on their past performance, relevant student learning data, prior evaluation data, and professional goals for the upcoming year.

Student Learning Matrix: This matrix is used to calculate the combined rating from the Student Learning Objective score and the RI Growth Model score. When the growth model score is not available, the Student Learning Objective score will serve as the Student Learning rating.

Student Learning Objectives: A long-term academic goal that educators set for groups of students. It must be specific and measurable, based on available prior student learning data and information, and aligned to standards, as well as any school and district priorities. Student Learning Objectives should represent the most important learning during an interval of instruction and define a measurable level of progress or mastery that students should attain.

Student Learning Rating: If an administrator or a teacher has ratings available from both the RI Growth Model and Student Learning Objectives, these will be combined to form the Student Learning Rating for the administrator or teacher. If the administrator or teacher does not have a RI Growth model rating, the Student Learning Objective score will serve as the Student Learning Rating.

Technical Advisory Committee: A committee comprised of national experts on assessment, performance management, and evaluation systems, which advises RIDE on all technical aspects of the model, including rating methodologies, Student Learning Objectives, and the Rhode Island Growth Model.

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Appendix 1: Evaluation Conference Planning Tools

BEGINNING-OF-YEAR CONFERENCE	
Objectives: <ol style="list-style-type: none"> 1. Set the appropriate tone for the year 2. Review and approve the building administrator’s draft Student Learning Objectives and Professional Growth Plan. 	
Pre-work:	
The building administrator should: <ul style="list-style-type: none"> <input type="checkbox"/> Draft a Professional Growth Plan. <input type="checkbox"/> Draft at least two Student Learning Objectives. <input type="checkbox"/> Ensure that your evaluator has access to the items above at an agreed upon time prior to the conference. 	The evaluator should: <ul style="list-style-type: none"> <input type="checkbox"/> Review the building administrator’s prior evaluation data if applicable. <input type="checkbox"/> Review the building administrator’s Professional Growth Plan. <input type="checkbox"/> Review the building administrator’s Student Learning Objectives and any relevant student learning data (and assessment, if applicable).
Conversation Agenda:	
Introduction and Overview <ul style="list-style-type: none"> ▪ Review conference objectives Discuss Professional Growth Plan <ul style="list-style-type: none"> ▪ Discuss the rationale for the Professional Growth Plan ▪ Consider how to support this plan and how it builds off of and integrates the work from the prior year Discuss Student Learning Objectives <ul style="list-style-type: none"> ▪ Review and discuss the relevant student learning data and Student Learning Objectives Closing and Follow-up <ul style="list-style-type: none"> ▪ Review any specific follow-up that you identified during the conversation ▪ If appropriate, discuss upcoming announced school site visit 	
Follow-up:	
<ul style="list-style-type: none"> <input type="checkbox"/> If any changes needed to be made to the Professional Growth Plan, those changes should be made by the building administrator and the revised plan returned to the evaluator in an agreed upon timeframe. We suggest within 2 school days for approval. <input type="checkbox"/> If any changes needed to be made to the Student Learning Objectives, those changes should be made by the building administrator and the revised forms returned to the evaluator, ideally within two school days for approval. The evaluator should review them immediately and approve the changes if they are acceptable. 	

MID-YEAR CONFERENCE

Objectives:

1. Discuss and reflect on the building administrator's performance during the first portion of the year
2. Revisit Professional Growth Plan and update/revise if necessary
3. Revisit Student Learning Objectives and update/revise if necessary

Conversation Agenda:

Introduction and Overview

- Review conference objectives
- Discuss building administrator's questions and/or concerns
- Share completed Mid-Year Conference Form

Revisit Student Learning Objectives

- Ask the building administrator to reflect on his/her practice this school year and the impact he or she is having on student learning
- Discuss student learning data and building administrator progress toward meeting Student Learning Objectives
- Review any needed revisions to Student Learning Objectives and discuss revision timeline

Revisit Professional Growth Plan

- Briefly review progress on Professional Growth Plan and related benchmark data
- Identify revisions to goals and activities to promote building administrator growth, if necessary
- If the educator is in danger of being rated "ineffective" or "developing" you must ensure that the goals and benchmarks are appropriate and targeted on areas for development

Review Professional Practice and Professional Foundations

- Share comments from Mid-Year Conference Form

Closing and Follow-up

- Review any specific follow-up that you identified during the conversation
- If appropriate, discuss upcoming announced school site visit

END-OF-YEAR CONFERENCE

Objectives:

1. Review Professional Growth Plan
2. Discuss Summative Feedback on Professional Practice, Professional Foundations, and Student Learning
3. Discuss/Review Final Effectiveness Rating
4. Plan ahead for next year-discuss potential goals, professional development, and Student Learning Objectives

Conversation Agenda:

Introduction and Overview

- Review conference objectives
- Discuss building administrator's questions and/or concerns

Professional Growth Plan

- Discuss and reflect on Professional Growth Plan and related data
- Based on all available evidence, what are the building administrator's strengths and areas for development?

Student Learning Objectives

- Review Student Learning Objectives
- Review data and discuss attainment of individual Student Learning Objectives
- Discuss the Student Learning Objective process, in particular:
 - What did the building administrator learn about the teaching and learning through the process of setting and monitoring Student Learning Objectives?
 - What did the building administrator learn through the process of setting and monitoring Student Learning Objectives?
 - What might the building administrator do differently next year, based upon their Student Learning Objective results?
 - Share the overall Student Learning Objective rating, along with any rationale and summative feedback

Professional Practice and Professional Foundations

- Share the overall PP and PR ratings, along with any rationale and summative feedback

Final Effectiveness Rating and Follow-up

- Discuss the overall Final Effectiveness rating
- Discuss potential goals, personal professional development plans and Student Learning Objectives for the year ahead

NOTE: If Student Learning Objective data is not available at the time of the End-of-Year Conference, the evaluator should still share the overall Professional Practice and Professional Foundations ratings. Once the Student Learning Objective data is available the overall Student Learning rating and the final effectiveness rating can be calculated and shared.

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Appendix 2: Assessment Quality Guidance

The Assessment Quality Guidance can be used when selecting or creating an assessment. These criteria are some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator’s use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

<p>High Quality</p>	<ul style="list-style-type: none"> ▪ Assessment purpose is aligned to its intended use ▪ Measures what is intended ▪ Items represent a variety of DOK levels ▪ Sufficient number of items to reliably assess content ▪ At least one very challenging item ▪ Grade level appropriate ▪ Scoring is objective (includes scoring guides), and uses a collaborative scoring process ▪ Extends and deepens understanding of each student’s current level of achievement
<p>Moderate Quality</p>	<ul style="list-style-type: none"> ▪ Assessment purpose is loosely aligned to its intended use ▪ Mostly measures what is intended ▪ Items represent 2 or 3 levels of DOK ▪ Insufficient number of items to reliably assess content ▪ Grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
<p>Low Quality</p>	<ul style="list-style-type: none"> ▪ Assessment purpose is not aligned to its intended use ▪ Does not measure what is intended ▪ Items represent only 1 level of Depth of Knowledge (DOK)* ▪ Insufficient number of items to reliably assess content ▪ Not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

*DOK refers to Webb’s (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.



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Appendix 3: Student Learning Objective Scoring Lookup Tables

Table 1. For the educator with 2 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Final
1	Exceeded	Exceeded	E
2	Exceeded	Met	F
3	Exceeded	Nearly Met	P
4	Exceeded	Not Met	P
5	Met	Met	F
6	Met	Nearly Met	P
7	Met	Not Met	P
8	Nearly Met	Nearly Met	P
9	Nearly Met	Not Met	M
10	Not Met	Not Met	M

Table 2. For the educator with 3 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Student Learning Objective 3	Final
1	Exceeded	Exceeded	Exceeded	E
2	Exceeded	Exceeded	Met	E
3	Exceeded	Exceeded	Nearly Met	F
4	Exceeded	Exceeded	Not Met	P
5	Exceeded	Met	Met	F
6	Exceeded	Met	Nearly Met	F
7	Exceeded	Met	Not Met	P
8	Exceeded	Nearly Met	Nearly Met	P
9	Exceeded	Nearly Met	Not Met	P
10	Exceeded	Not Met	Not Met	M
11	Met	Met	Met	F
12	Met	Met	Nearly Met	P
13	Met	Met	Not Met	P
14	Met	Nearly Met	Nearly Met	P
15	Met	Nearly Met	Not Met	P
16	Met	Not Met	Not Met	M
17	Nearly Met	Nearly Met	Nearly Met	P
18	Nearly Met	Nearly Met	Not Met	P
19	Nearly Met	Not Met	Not Met	M
20	Not Met	Not Met	Not Met	M

Table 3. For the educator with 4 Student Learning Objectives

	STUDENT LEARNING OBJECTIVE 1	STUDENT LEARNING OBJECTIVE 2	STUDENT LEARNING OBJECTIVE 3	STUDENT LEARNING OBJECTIVE 4	Final
1	Exceeded	Exceeded	Exceeded	Exceeded	E
2	Exceeded	Exceeded	Exceeded	Met	E
3	Exceeded	Exceeded	Exceeded	Nearly Met	F
4	Exceeded	Exceeded	Exceeded	Not Met	F
5	Exceeded	Exceeded	Met	Met	F
6	Exceeded	Exceeded	Met	Nearly Met	F
7	Exceeded	Exceeded	Met	Not Met	P
8	Exceeded	Exceeded	Nearly Met	Nearly Met	P
9	Exceeded	Exceeded	Nearly Met	Not Met	P
10	Exceeded	Exceeded	Not Met	Not Met	P
11	Exceeded	Met	Met	Met	F
12	Exceeded	Met	Met	Nearly Met	F
13	Exceeded	Met	Met	Not Met	P
14	Exceeded	Met	Nearly Met	Nearly Met	P
15	Exceeded	Met	Nearly Met	Not Met	P
16	Exceeded	Met	Not Met	Not Met	P
17	Exceeded	Nearly Met	Nearly Met	Nearly Met	P
18	Exceeded	Nearly Met	Nearly Met	Not Met	P
19	Exceeded	Nearly Met	Not Met	Not Met	M
20	Exceeded	Not Met	Not Met	Not Met	M
21	Met	Met	Met	Met	F
22	Met	Met	Met	Nearly Met	F
23	Met	Met	Met	Not Met	P
24	Met	Met	Nearly Met	Nearly Met	P
25	Met	Met	Nearly Met	Not Met	P
26	Met	Met	Not Met	Not Met	P
27	Met	Nearly Met	Nearly Met	Nearly Met	P
28	Met	Nearly Met	Nearly Met	Not Met	P
29	Met	Nearly Met	Not Met	Not Met	M
30	Met	Not Met	Not Met	Not Met	M
31	Nearly Met	Nearly Met	Nearly Met	Nearly Met	P
32	Nearly Met	Nearly Met	Nearly Met	Not Met	P
33	Nearly Met	Nearly Met	Not Met	Not Met	M
34	Nearly Met	Not Met	Not Met	Not Met	M
35	Not Met	Not Met	Not Met	Not Met	M



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Appendix 4: Building Administrator Professional Practice Rubric

THE RUBRIC AT A GLANCE

DOMAIN 1: MISSION, VISION, AND GOALS	DOMAIN 2: TEACHING AND LEARNING	DOMAIN 3: ORGANIZATIONAL SYSTEMS	DOMAIN 4: COMMUNITY
<p>1a: Establishes and maintains a school mission, vision and goals that set clear and measurable high expectations for all students, educators, and stakeholders</p> <ul style="list-style-type: none"> ▪ School mission and visions statements ▪ School goals ▪ Staff/student/family surveys ▪ Depictions of progress toward school goals <p>1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitor progress, and allocating resources</p> <ul style="list-style-type: none"> ▪ Data notebooks/walls or other data collection systems ▪ Progress monitoring tools and methods ▪ School improvement plans 	<p>2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</p> <ul style="list-style-type: none"> ▪ Staff surveys ▪ Professional development opportunities ▪ Development plans ▪ School visits <p>2b: Ensure the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</p> <ul style="list-style-type: none"> ▪ School visits/classroom observations ▪ Staff surveys ▪ Student achievement data <p>2c: Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals</p> <ul style="list-style-type: none"> ▪ Data tracker ▪ Development plans 	<p>3a: Addresses real and potential challenges to the physical and emotional safety of the school community</p> <ul style="list-style-type: none"> ▪ Attendance data ▪ School schedule ▪ School visits <p>3b: Establishes an infrastructure for personnel decisions that operates in support of improving teaching and learning Addresses real and potential challenges to the physical and emotional safety of the school community</p> <ul style="list-style-type: none"> ▪ Attendance data ▪ School schedule ▪ School visits <p>3c: Employs and improves an evaluation and support system that drives staff and student growth</p> <ul style="list-style-type: none"> ▪ Attendance data ▪ School schedule ▪ School visits <p>3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching</p> <ul style="list-style-type: none"> ▪ School budget ▪ Grant requests ▪ Title expenditure reports 	<p>4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning</p> <ul style="list-style-type: none"> ▪ School hours and openness to the public ▪ Public services supported by or available in the school ▪ School grounds and facilities ▪ Community opinion of the school and its staff ▪ Staff relationships with community members ▪ Family engagement in school-based activities <p>4b: Responds and reacts to the community's needs by providing the best possible resources to students, families, and the surrounding community</p> <ul style="list-style-type: none"> ▪ School visits ▪ Community surveys ▪ Community engagement plans



DOMAIN 1: Mission, Vision, and Goals

Component 1a: Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators and stakeholders.

School success is grounded in establishing a cohesive vision for the future. Such a vision must be based on a mission that all students, staff and community members use as a guide in day-to-day decision making. In order to ensure buy-in to the mission and vision, excellent building administrators make every effort to include a broad spectrum of stakeholders in the creation of not only the mission and vision, but the goals that will define success for the school. Truly exemplary administrators operate in an environment where the mission and vision are understood by all, frequently cited when making decisions and progress toward school goals is the common yard stick for school success.

The elements of component 1a are:

- School mission and vision statements
- School goals
- Staff/student/family surveys
- Depictions of progress toward school goals

Indicators include:

- School goals reflect high expectations for all students, staff and community members
- Mission and vision are thoughtful and take into account the particular needs of the school community
- Evidence of communication among school administration, faculty and the community about progress toward school goals
- Frequent citation of school mission, vision and goals in decision making



Component 1a: Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators, and stakeholders.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator establishes and maintains school mission, vision, and goals that are aligned with district priorities and based on the analysis of multiple sources of information. The school mission, vision and goals contain evidence of collaborating among school staff and the community. The administrator sets clear and measurable high expectations for all students and educators.	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> ▪ Members of the school community can articulate the mission, vision and goals of the school, along with the rationale behind them ▪ The building administrator uses the school’s mission, vision and goals to drive decision making ▪ The building administrator solicits feedback from the community, staff and students about the status of goals as well as the school vision and mission. That feedback is incorporated as each may be revised and updated. 	<ul style="list-style-type: none"> ▪ When asked what the mission of the school is, a teacher correctly states “to produce college and career-ready high school graduates because most of our students have limited opportunities upon graduation” ▪ School showcases contain data about the number scoring proficient on state Reading and Math exams compared to the school goal. ▪ The building administrator selects one extracurricular program over another because it fits better with the school’s mission.
3	The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators. School staff and community members can articulate the mission, vision and goals.	<ul style="list-style-type: none"> ▪ The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators ▪ Staff and other stakeholders actively participate in developing, implementing, and communicating the school’s mission, vision, and goals, along with selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals. 	<ul style="list-style-type: none"> ▪ When asked what the mission of the school is, a teacher correctly states “to produce college and career-ready high school graduates because most of our students have limited opportunities upon graduation” ▪ School showcases contain data about the number scoring proficient on state Reading and Math exams compared to the school goal. ▪ The building administrator selects one extracurricular program over another because it fits better with the school’s mission.
2	The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure.	<ul style="list-style-type: none"> ▪ The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure ▪ Staff and other stakeholders are involved, but in a limited way, in developing and assessing the school’s mission, vision and goals and the strategies to monitor progress toward them. 	<ul style="list-style-type: none"> ▪ The district has identified closing the poverty gap as a district-wide goal, but the school has goals centered around overall proficiency rates and not about gap-closing. ▪ Staff and stakeholders report that progress toward school goals is reported out at a school accountability meeting, but the data is incomplete, unclear, or not discussed.
1	The administrator fails to establish and maintain a school mission, vision, and goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.	<ul style="list-style-type: none"> ▪ The administrator fails to establish and maintain a school mission, vision, and goals. ▪ The building administrator makes decisions that conflict with the school’s mission or vision ▪ Goals reflect low expectations or are unaligned ▪ Staff and other stakeholders are uninvolved in developing and assessing the school’s mission, vision and goals. 	<ul style="list-style-type: none"> ▪ The building administrator sets goals that do not put all students on track to become proficient before they graduate ▪ Community members and staff report a lack of clarity around the school’s vision.



Domain 1: Mission, Vision, and Goals

Component 1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

In order to fulfill the school's mission, vision, and goals, the building administrator must remain committed to continuous improvement and will often manage both large and small-scale change. Such changes must be made based on research, data and should demonstrate a commitment to the school's goals. New programs may be instituted, but effective administrators ensure that resources are allocated properly in order to make those programs most effective.

The elements of 1b are:

- Data notebooks/walls or other data collection systems
- Progress monitoring tools and methods
- School improvement plans

Indicators include:

- School visits reflect a strong commitment to regularly reviewing data
- Staff are involved in the review of data and the decision making regarding interventions where existing approaches to teaching and learning are not currently working
- School improvement plans reflect a knowledge of student performance and select appropriate strategies and resources in order to fulfill school goals



Component 1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Comprehensive, sustainable systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, resulting in a school-wide continuous improvement cycle that engages all stakeholders and overcomes barriers to achieving the school's mission, vision, and goals.	<ul style="list-style-type: none"> Administrator effectively predicts opportunities for systematization and develops or selects appropriate tools to manage the implementation and monitoring of those systems and processes before they are needed. Administrator accurately identifies appropriate stakeholders and effectively engages them in the on-going processes of change and improvement. Administrator measures and documents progress over time and self-corrects when systems or processes are ineffective. 	<ul style="list-style-type: none"> Essential data points are always available and accurate. Committees of stakeholders autonomously manage projects or initiatives designed to meet school goals. Change is clearly evidence-driven, and staff members can cite the rationale for change.
3	Clear and effective systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address barriers to achieving the school's mission, vision, and goals.	<ul style="list-style-type: none"> Administrator identifies opportunities for systematization and develops or selects appropriate tools to manage the implementation and monitoring of those systems and processes. Administrator identifies appropriate stakeholders and engages them in the on-going processes of change and improvement. Administrator can identify when systems or processes are ineffective and enact alternative courses of action. 	<ul style="list-style-type: none"> Essential data points are available when needed and are consistently accurate. Administrator leads or oversees committees of stakeholders through projects or initiatives designed to meet school goals. Staff members can cite rationale for change.
2	Some systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, but they are not clear, consistent, or not fully effective in addressing barriers to achieving the school's mission, vision, and goals.	<ul style="list-style-type: none"> Administrator occasionally identifies opportunities for systematization. Administrator seeks assistance to develop or select appropriate tools to manage the implementation and monitoring of systems and processes. Administrator identifies appropriate stakeholders but may struggle to effectively engage them in the on-going processes of change and improvement. 	<ul style="list-style-type: none"> Some data points are available when needed and are inconsistent or inconsistently accurate. Administrator personally oversees all projects related to change. Staff members struggle to cite rationale for change, or only some can cite rationale for change.
1	Few or no systems or processes drive planning and prioritizing. Change is not managed and rationale for change is not transparent. Little or no connection exists between the school's mission, vision, and goals and decision-making.	<ul style="list-style-type: none"> Administrator attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, or monitoring progress. 	<ul style="list-style-type: none"> Data are unavailable or inaccurate. Staff members are unclear about change processes and report detrimental anxiety. Neither the administrator nor staff can cite rationale for change.



Domain 2: Teaching and Learning

Component 2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction

In order to fulfill student learning goals at the school level, building administrators must create a collaborative culture dedicated to continuous improvement. Adults must work together to develop as professionals, using student achievement as their metric for success.

The elements of component 2a are:

- Staff surveys
- Professional development opportunities
- Development plans
- School visits

Indicators include:

- All staff use a common language to talk about instruction
- Professional development participation and success rates meet district or school goals
- Staff are provided and utilize common planning time well
- Professional development opportunities are connected to day-to-day work



Component 2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	A culture of collaboration and sharing is evident in every event and activity, including planning and teaching, in the school. Responsibility for positive student outcomes is jointly shared by all building staff. The school is a professional community where the experiences and expertise of all staff are valued and maximized in service of student learning.	<ul style="list-style-type: none"> ▪ Administrator sets clear expectations and creates an environment where collaboration can flourish. ▪ Administrator creates structures to foster and support shared responsibility for students' learning across grade-levels and subjects. ▪ Administrator effectively identifies individual teachers' needs and connects them with teacher development outcomes. ▪ Administrator ensures all staff receive effective, standards based, job-embedded professional development 	<ul style="list-style-type: none"> ▪ Student-related decision-making is transparent to all staff, and appropriate staff participate in that decision-making and related communication efforts. ▪ Staff frequently share best practices and deliver critical feedback to one another. ▪ Teachers have sufficient joint planning time. ▪ Teacher set personal growth goals that are supported by the administrator.
3	School events and activities, including planning and teaching, are collaborative. Every staff member takes responsibility for positive student outcomes. Staff members are valued and supported as professionals through high-quality differentiated professional development.	<ul style="list-style-type: none"> ▪ Administrator sets clear expectations and provides time for collaboration. ▪ Administrator creates structures to foster and support shared responsibility for students' learning across grade-levels and subjects. ▪ Administrator guides and supports effective, standards based, job-embedded professional development. 	<ul style="list-style-type: none"> ▪ Staff members participate in relevant decision-making and related communication efforts. ▪ Staff frequently share best practices and observe one another. ▪ Teachers have joint planning time. ▪ Teachers with similar needs are grouped together in development cohorts.
2	Some school events and activities are collaborative. Staff members take responsibility for their students' learning and have access to relevant professional development opportunities.	<ul style="list-style-type: none"> ▪ Administrator generally supports professional collaboration. ▪ Administrator does not articulate a strong, school-wide commitment to professional improvement or student outcomes. ▪ Standards based, job-embedded professional development is present but sporadic or ineffective. 	<ul style="list-style-type: none"> ▪ Staff members create their own structures to discuss student learning and work to develop professional competencies. ▪ Staff members have insufficient time or support to observe or critique one another. ▪ Professional development is common across all teachers.
1	Few or no school events and activities are collaborative. Staff members receive irrelevant or insufficient professional development.	<ul style="list-style-type: none"> ▪ Administrator makes no effort to support professional collaboration. ▪ Administrator does not connect professional improvement of teachers with better outcomes for students. ▪ Administrator does not connect professional development opportunities with teachers' demonstrated needs or school-wide goals. 	<ul style="list-style-type: none"> ▪ Staff members demonstrate little or no collaboration around instructional needs. ▪ Staff members receive little or no standards-based, job-embedded professional development.



Domain 2: Teaching and Learning

Component 2b: Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards

A sound professional development system at the school must include recognition of individual teacher's strengths and areas for development and should employ strategies to support all staff in their development. Systems should be in place to facilitate coaching and peer-to-peer development opportunities that encourage excellent instruction and adjustments of strategies based on student results.

The elements of component 2b are:

- School visits/classroom observations
- Staff surveys
- Student achievement data

Indicators include:

- Systems are in place to recognize and showcase excellent instruction
- Staff participate in targeted coaching and development opportunities designed to provide them with the skills they need most in order to affect student achievement in a positive way
- Differentiation in instruction to meet the needs of all students
- The school is on-track or has meet targets for student achievement in specified areas



Component 2b: Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards.

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>The shared fundamental belief that all students can learn drives all staff to use research-based practices, self-studies of effective school-based practices, and input from students, families and staff members. Responsibility for instructional leadership is shared by all teachers and school leaders, and is led by the administrator. Student outcomes serve as a primary indicator of pedagogical excellence.</p>	<ul style="list-style-type: none"> ▪ Administrator creates sustained school-wide processes for identifying and implementing effective, research-based instructional practices aligned with Rhode Island and national standards. ▪ Administrator implements systems that ensure regular coaching and development opportunities support all instructional staff to employ best practices 	<ul style="list-style-type: none"> ▪ All staff members differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results. ▪ Administrators and staff identify pedagogical weaknesses, then identify and implement superior alternatives throughout each instructional period. ▪ Ideas for new ways to improve pedagogy come from staff at all levels in the school.
3	<p>Student learning is the central indicator for pedagogical quality and serves as a guidepost for evaluating effective instruction. All staff members take responsibility for the continuous improvement of their own practice in the service of student learning and student outcomes are the measure of pedagogical quality.</p>	<ul style="list-style-type: none"> ▪ Administrator ensures instructional staff members employ effective, research-based instructional practices aligned with Rhode Island and national standards. ▪ Administrator provides coaching and development opportunities to improve the capacity of instructional staff to employ best practices. 	<ul style="list-style-type: none"> ▪ A vast majority of staff members differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results. ▪ Administrators identify pedagogical weaknesses, and then support staff to identify and implement superior alternatives throughout each instructional period. ▪ Administrator recommends innovative teaching solutions to staff.
2	<p>Student learning guides evaluation of instructional quality. Staff members strive for a high bar of instructional quality and the improvement of their practice is supported by school leadership</p>	<ul style="list-style-type: none"> ▪ Administrator works to identify effective, research based instructional practices aligned with Rhode Island and national standards, but implementation is incomplete. ▪ Administrator inconsistently provides coaching and development opportunities to assist instructional staff to employ best practices. 	<ul style="list-style-type: none"> ▪ Many staff members differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results. ▪ Administrators identify pedagogical weaknesses and provide feedback to staff.
1	<p>Student learning may or may not guide evaluation of instructional quality. School leadership inconsistently or ineffectively supports high quality pedagogical practices.</p>	<ul style="list-style-type: none"> ▪ Administrator does not implement effective, researched-based instructional practices aligned with Rhode Island and national standards. ▪ Administrator rarely provides coaching and development opportunities to assist instructional staff in utilizing best practices. 	<ul style="list-style-type: none"> ▪ Few staff members differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results, or those who do engage in best practices do so inconsistently or ineffectively. ▪ Instructional leaders struggle to identify pedagogical weaknesses or provide evidence-based feedback to staff.



Domain 2: Teaching and Learning

Component 2c: Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals

Great schools constantly monitor student performance against school goals. All staff should be involved in the monitoring of student progress and the school community must be made aware of how well students are doing. Such data should demonstrate how the school is doing as a whole, but also how subgroups of students are performing.

The elements of component 2c are:

- Data trackers
- Development plans

Indicators include:

- All staff are tracking student progress at the classroom level
- Student progress is aggregated to the school level and is tracked publically
- Data about student progress is regularly communicated to students, staff and the community



Component 2c: Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor progress toward the mission, vision, and goals.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	School-wide data collection and management strategies are collaboratively developed and supported by school leaders. Student outcomes are measured in a variety of complementary ways and data are collected regularly throughout each instructional period. All instructional staff members actively participate in improving data quality and extending the use of data to drive instruction. The effectiveness of instructional practices is measured based upon data regarding student outcomes.	<ul style="list-style-type: none"> ▪ Administrator works with staff to employ a common data collection mechanism that captures assessments of student learning and facilitates the use of multiple data points to drive instruction. ▪ Administrator ensures a variety of data and assessments serve as evidence of student learning in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching. ▪ Administrator seeks a variety of forms of evidence of student learning to make decisions about instructional supports and to evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Teachers map from standards-aligned outcomes to assessments to lesson plans in order to ensure all instruction is purposive. ▪ All instructional staff are facile with school-wide data systems and can use them to retrieve accurate and timely student data. ▪ The school community routinely and collaboratively analyzes data about all students and subgroups and applies the outcomes to differentiated instructional strategies.
3	The school employs comprehensive data collection and management strategies. Student outcomes are measured in a variety of ways and data are collected regularly throughout each instructional period. Student progress data consistently drives and improves instructional practices. The effectiveness of instructional practices is measured, at least in part, based upon data regarding student outcomes.	<ul style="list-style-type: none"> ▪ Administrator identifies and implements data collection mechanisms that capture student learning data and facilitate the use of multiple data points to drive instruction. ▪ Administrator ensures a variety of data and assessments serve as evidence of student learning. ▪ Administrator employs evidence of student learning to make decisions about instructional supports and to evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Instruction is consistently aligned to students' needs and with the course curriculum standards. ▪ All instructional staff can use school data systems to retrieve accurate and timely student data. ▪ The school community analyzes data about all students and subgroups to improve learning and teaching.
2	The school employs data collection and management strategies. Student outcomes are measured throughout each instructional period. Student progress data sometimes or inconsistently drives or improves instructional practices. The effectiveness of instructional practices is inconsistently measured based upon data regarding student outcomes.	<ul style="list-style-type: none"> ▪ Administrator supports collection and dissemination of student learning data. ▪ Administrator encourages use of a variety of data and assessments to measure student learning. ▪ Administrator does not consistently use evidence of student learning to make decisions about instructional supports or to evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Instruction is not consistently aligned to students' needs and with the course curriculum standards. ▪ Some instructional staff can use school data systems to retrieve accurate and timely student data, or data systems are unreliable. ▪ The school community inconsistently analyzes data about all students and subgroups to improve learning and teaching.
1	The school does not employ data collection and management strategies. Student outcomes are measured rarely or inconsistently. Student progress data rarely drives or improves instructional practices. The effectiveness of instructional practices is disconnected from data regarding student outcomes.	<ul style="list-style-type: none"> ▪ Administrator does not support collection or dissemination of student learning data. ▪ Administrator does not set expectations or create an environment in which data are regularly used to drive instruction. ▪ Administrator does not consistently use evidence of student learning to make decisions about instructional supports or to evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Instruction is rarely aligned to students' needs and with the course curriculum standards. ▪ Instructional staff does not regularly use school data systems to retrieve accurate and timely student data, or data systems are unreliable. ▪ The school community rarely analyzes data about all students and subgroups to improve learning and teaching.



Domain 3: Organizational Systems

Component 3a: Addresses real and potential challenges to the physical and emotional safety and security of the school community

Strong schools must be safe places for students, staff and the community. Safety includes both the physical safety of the building and campus, but also the emotional safety and security of all individuals on the school campus.

The elements of APP 3A are:

- Attendance data
- School schedule
- School visits

Indicators include:

- Students are in class, on time and not wandering the campus
- Students move safely and respectfully throughout the school building
- Security measures are in place to ensure visitors to the building are accounted for
- The building itself is physically safe



Component 3a: Addresses real and potential challenges to the physical and emotional safety and security of the school community.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The school community is open, welcoming, and dedicated to promoting the well-being of every person on the campus. The school and surrounding area is free from violence or debris, and is well-lighted. The school culture encourages students to approach adults with problems and concerns, and all adults are prepared to assist students or make appropriate referrals.	<ul style="list-style-type: none"> ▪ Administrator sets high expectations for a culture of mutual respect among all school community members and serves as a role model for teachers and students. ▪ Administrator and school staff members share responsibility for a school-wide culture and climate that ensure everyone's physical and emotional safety and security. ▪ Administrator proactively seeks out weaknesses in school safety and proactively addresses them. 	<ul style="list-style-type: none"> ▪ Everyone in the school can cite strategies for identifying and addressing unsafe or insecure situations. ▪ Students report safety or security problems they see or experience to adults in the school building. ▪ Students come to school consistently and on time, and stay throughout the school day. ▪ Students treat each other and their teachers with dignity and respect.
3	The school community is open and welcoming to all members of the school community. The school and surrounding area is free from violence and is well-lighted. The school culture encourages students to approach adults with problems and concerns, and teachers are prepared to assist students or make appropriate referrals.	<ul style="list-style-type: none"> ▪ Administrator sets expectations and serves as a model for mutual respect among all school community members. ▪ Administrator promotes a school-wide culture and climate that ensure everyone's physical and emotional safety and security. ▪ Administrator quickly and efficiently addresses challenges to school safety. 	<ul style="list-style-type: none"> ▪ Students report safety or security problems they see or experience to adults in the school building. ▪ Students come to school consistently and on time, and stay throughout the school day. ▪ Students treat each other and their teachers with respect.
2	The school community is generally open and welcoming. The school culture encourages students to approach adults with problems and concerns, but some adults may be ill-prepared to assist students or make appropriate referrals	<ul style="list-style-type: none"> ▪ Administrator sets expectations for mutual respect among all school community members. ▪ Administrator promotes everyone's physical and emotional safety and security. ▪ Administrator addresses challenges to school safety in a timely and/or adequate manner. 	<ul style="list-style-type: none"> ▪ Students come to school regularly and on time. ▪ Students inconsistently treat each other and their teachers with respect. ▪ Staff members inconsistently treat each other or students with respect.
1	The school community may be welcoming, but only to some. The school culture does not encourage students to approach adults with problems and concerns. Adults do not adequately address safety or security reports.	<ul style="list-style-type: none"> ▪ Administrator does not actively set expectations for respect among community members. ▪ Administrator does not protect everyone's physical and emotional safety and security. ▪ Administrator does not address challenges to school safety in a timely and/or adequate manner. 	<ul style="list-style-type: none"> ▪ Only some students come to school regularly and on time, or students leave throughout the school day. ▪ Students are disrespectful to each other and/or their teachers. ▪ Staff members do not treat each other or students with respect.



Domain 3: Organizational Systems

Component 3b: Establishes an infrastructure for personnel decisions that operates in support of improving teaching and learning

The most critical component of an effective school is the people inside it. An effective building administrator carefully selects and evaluates the school staff, retains the best and attracts excellent new candidates. Teacher evaluations reflect a commitment to high expectations, especially when it comes to student learning.

The elements of component 3b are:

- Hiring calendar and process
- Human Resources records
- Staff development plans
- School site visits
- Staff surveys

Indicators include:

- Hiring procedures are clearly defined and uniform for all candidates
- All staffing vacancies are filled by the first day of school
- Staff receive regular feedback on instructional strengths and weaknesses
- Evaluative feedback is directly connected to observational and student progress evidence
- High performing staff stay at the school while low performing staff leave
- Staff report high levels of satisfaction with feedback provided by the administrator



Component 3b: Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	School personnel are selected based upon outstanding credentials and fit with the school culture and administrative leadership style. Open positions are forecasted early, and are filled through a consistent and rigorous hiring process that yields individuals who are most likely to succeed and stay. New teachers are provided a high level of support from the entire school community, and all teachers receive timely, fair, and accurate evaluations. Feedback to educators is ongoing, evidence-based, and includes specific, actionable strategies for improvement.	<ul style="list-style-type: none"> ▪ Administrator deliberately designs all personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff, to systematically support student learning goals. ▪ Administrator collaborates with teachers to design Student Learning Objectives that are rigorous and uniformly high-quality across grade-level and content ▪ Administrator conducts observations and evaluations timely and thoroughly and holds staff accountable for student outcomes. ▪ Administrator strategically makes personnel assignments that ensure equitable access to high quality teaching. 	<ul style="list-style-type: none"> ▪ School personnel can cite school-wide student learning goals and rationale for related personnel decisions. ▪ Student Learning Objectives include quantifiable targets set for student performance based upon benchmark data from pervious student performance and rely on high-quality summative assessments. ▪ Teachers can cite their professional growth goals and the evidence they need to collect to document their own and students' growth. ▪ Teachers receive regular and timely feedback from their evaluator and experienced high- performing peers.
3	School personnel are selected based upon appropriate credentials and fit with the administrative leadership style. Open positions are forecasted early, and filled through a consistent and rigorous hiring process. New teachers are provided support from more experienced peers and school leaders, and all teachers receive timely, fair, and accurate evaluations. Feedback to educators is evidence-based, and includes specific, actionable strategies for improvement.	<ul style="list-style-type: none"> ▪ Administrator supports student learning through personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff. ▪ Administrator approves Student Learning Objectives that are generally rigorous and high-quality across grade-level and content. ▪ Administrator conducts required evaluations and observations are conducted timely and thoroughly. ▪ Administrator makes personnel assignments are based on student needs. 	<ul style="list-style-type: none"> ▪ Administrator can cite school-wide student learning goals and rationale for related personnel decisions. ▪ Student Learning Objectives include quantifiable targets set for student performance that rely on high-quality assessments. ▪ Teachers can cite their professional growth goals and strategies for reaching them. ▪ Teachers receive timely feedback from their evaluator.
2	School personnel are selected based upon appropriate credentials. Open positions are filled through a consistent and rigorous hiring process. New teachers are provided support, and all teachers receive fair and accurate evaluations. Feedback to educators is evidence-based.	<ul style="list-style-type: none"> ▪ Administrator makes some strategic personnel decisions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff. ▪ Administrator approves Student Learning Objectives with limited rigor or specificity. ▪ Administrator conducts required evaluations, though they may not be timely or accurate. 	<ul style="list-style-type: none"> ▪ There are limited connections between school-wide student learning goals and personnel decisions. ▪ Student Learning Objectives include quantifiable targets set for student performance and are based upon quality assessments but benchmark data are limited or inadequate. ▪ Teachers receive feedback from their evaluator.
1	The rationale for school personnel selection is unclear or not transparent. Open positions are filled through an inconsistent or inefficient process. New teachers are provided limited or inconsistent support. Teachers receive limited or low quality evaluations. Feedback to educators is not sufficiently evidence-based.	<ul style="list-style-type: none"> ▪ Administrator does not make strategic personnel decisions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff. ▪ Administrator approves Student Learning Objectives that lack rigor or specificity. ▪ Administrator does not conduct required evaluations or they are consistently inaccurate. 	<ul style="list-style-type: none"> ▪ No connection exists between school-wide student learning goals to personnel decisions. ▪ Student Learning Objectives do not include quantifiable targets or assessments are of low quality. ▪ Teachers receive limited feedback from their evaluator.



Domain 3: Organizational Systems

Component 3c: Employs and improves an evaluation and support system that drives staff and student growth

A hallmark of effective management is the ability to classify personnel performance and target development opportunities to their needs. An effective evaluation system provides an important foundation for fair, accurate performance reviews. Excellent building administrators not only support district-wide efforts to ensure evaluation systems are fair and accurate, but also use their experiences working with school personnel to contribute to the on-going improvement of evaluation systems and associated tools. Staff development is most effective when directly connected to evaluation and supported by building administrators. Excellent leaders engage school personnel in their own development and provide opportunities that maximize development potential.

The elements of component 3c are:

- Evaluation Conferences
- Classroom observations and feedback
- Student Learning Objectives
- Summative ratings
- Professional development offerings
- Staff feedback for evaluator
- Site visits

Indicators include:

- Data entered into the Educator Performance and Support System is accurate and up to date
- Staff receive all required observations



Component 3c: Employs and improves an evaluation and support system that drives staff and student growth.

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
4	<p>Student learning is a common, primary focus among all building personnel and drives all the activities of the school. A clear, coherent system for conducting regular observations and reviews of staff performance ensures all staff receive timely, accurate feedback and support. All staff employ a common language of instruction and use it to provide feedback and support to one another. The building administrator actively promotes a vision of continuous professional improvement. Professional learning opportunities connect directly with evaluation-based educator needs.</p>	<ul style="list-style-type: none"> ▪ Evaluations and observations are conducted timely and thoroughly and hold staff accountable for student outcomes. ▪ Student Learning Objectives are rigorous and uniformly high-quality across grade-level and content areas with quantifiable targets set for student performance on high-quality assessments. ▪ Professional development, including coaching, meets the diverse learning needs of all staff in order to attain student learning goals. 	<ul style="list-style-type: none"> ▪ Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals ▪ Staff developmental plans are clear and based on student needs ▪ School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff ▪ Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students ▪ School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans.
3	<p>Student learning is a common, primary focus among all building personnel. The building administrator has a transparent system for conducting regular observations and reviews of staff performance. All educators employ a common language of instruction. The building administrator supports on-going professional improvement.</p>	<ul style="list-style-type: none"> ▪ Required evaluations and observations are conducted timely and thoroughly. ▪ Student Learning Objectives are rigorous with quantifiable targets set for student performance on quality assessments. ▪ Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals. 	<ul style="list-style-type: none"> ▪ Staff evaluations reveal different strengths and weaknesses among staff. ▪ Staff members are supported with opportunities for growth that match with their needs. ▪ Staff surveys indicate evaluations are fair, accurate, and useful. ▪ Staff instructional capacity improves as evidenced by improvements in student outcomes.
2	<p>Student learning is a common focus among all building personnel. The building administrator may have a system for conducting regular observations and reviews of staff performance. The building administrator supports on-going professional improvement but may have trouble effectively differentiating based upon evaluation outcomes.</p>	<ul style="list-style-type: none"> ▪ Most evaluations and observations are in compliance with district policy. ▪ Student Learning Objectives are inconsistently rigorous or lack overall rigor, and/or targets set for student performance are difficult to quantify. ▪ Professional development, including coaching, does not fully meet educators' needs or assist in meeting student learning goals. 	<ul style="list-style-type: none"> ▪ Staff evaluations are complete and conducted in accordance with system requirements. ▪ Staff has difficulty connecting feedback with evaluation evidence. ▪ Not all staff receive effective feedback, or not all feedback is effective. ▪ Student learning is considered separately from instructional practice.
1	<p>Evaluations are inconsistent or incoherent. Student learning may not be measured in a clear or rigorous way. Staff members do not receive feedback in a timely or accurate way. Development opportunities are random or inequitable.</p>	<ul style="list-style-type: none"> ▪ Significant lapses exist in the evaluation and observation process. ▪ Student Learning Objectives are incomplete and/or lack rigor; and/or targets set for student performance are incomplete or difficult to quantify. ▪ Professional development, including coaching, is not high quality and/or is not tailored to meet educators' needs and student learning goals. 	<ul style="list-style-type: none"> ▪ Staff evaluations are incomplete. ▪ Staff members are unclear about the evaluation process or report that it is unfair or inaccurate. ▪ Staff members cannot link student outcomes to evaluations.



Domain 3: Organizational Systems

Component 3d: Establishes and infrastructure for finance that operates in support of improving learning and teaching

School leaders must be stewards of public funds in addition to managers of competing fiscal demands. Effective financial management includes long-term planning, expenditure monitoring, and often acquisition of new or expanded funding streams. In some cases, it also includes difficult strategic decision making in the face of decreases in funding even while demand for programming and support are increasing. Finally, school leaders must employ their financial resources to ensure that all students have adequate and timely access to the resources they need to succeed.

The elements of component 3d are:

- School budget
- Grant requests
- Title expenditure reports

Indicators include:

- The school budget operates within district allocations and fiscal guidelines
- High need students have access to appropriate supplemental services and supports
- Discretionary expenses are linked to evidence of need



Component 3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching.

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	School budget allocations are clear, transparent, and linked to school-wide student outcome goals. School staff members work collaboratively to identify needs and agree upon a fiscal strategy for effectively meeting those needs. Annual expenditures always fall within the district budget and meet expenditure guidelines.	<ul style="list-style-type: none"> Administrator sets clear expectations for student outcomes and works with staff to identify fiscal needs for meeting to those outcomes. Administrator strategically allocates fiscal resources to meeting school-wide goals and shifts resources in order to ensure all students' needs are met. Administrator employs an expense tracking system in order to ensure spending is transparent and evidence-based. 	<ul style="list-style-type: none"> The school budget is clear and available to staff. Staff members can cite rationale for expenditures and link expenditures directly to student needs. The school budget is always accurate and expense tracking systems are available for auditing and reporting.
3	School budget allocations are clear and linked to school-wide student outcome goals. School staff members are apprised of the fiscal strategy for effectively meeting all students' those needs. Annual expenditures always fall within the district budget and meet expenditure guidelines.	<ul style="list-style-type: none"> Administrator sets clear expectations for student outcomes and identifies fiscal needs for meeting to those outcomes. Administrator allocates fiscal resources to meeting school-wide goals and shifts resources in order to ensure all students' needs are met. Administrator employs a transparent expense tracking system. 	<ul style="list-style-type: none"> The school budget is clear and transparent. The school budget is consistently accurate and expense tracking systems are available for auditing and reporting.
2	School budget allocations are linked to school-wide student outcome goals. There may be a fiscal strategy but it is unclear or not clearly linked to students' needs. Annual expenditures consistently fall within the district budget and meet expenditure guidelines.	<ul style="list-style-type: none"> Administrator sets expectations for student outcomes and attempts to connect resource allocations to those outcomes. Administrator allocates fiscal resources to meeting school-wide goals. Administrator employs an expense tracking system. 	<ul style="list-style-type: none"> The school budget is available, but lacks clarity or transparency of rationale. The school budget is not consistently accurate. Expense tracking systems are not always up-to-date.
1	School budget allocations have limited relation to school-wide student outcome goals. There is no apparent fiscal strategy or it does not equitably meet all students' needs. Annual expenditures do not meet the district budget or do not meet expenditure guidelines.	<ul style="list-style-type: none"> Administrator does not connect student outcomes goals to resource allocations. Administrator allocates fiscal resources in such a way that students are treated inequitably. Administrator does not employ an expense tracking system. 	<ul style="list-style-type: none"> The school budget is unavailable or inaccurate. The school budget overspends or dramatically under spends the district allocation. There is inconsistent or inaccurate data available for expenditure reporting.



Domain 4: Community

Component 4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning

Community outreach not only shows schools are invested in the communities they serve, but also invests local communities in their schools. Excellent building administrators identify ways they can invest in their communities and find ways to develop meaningful, mutually beneficial partnerships between community members and the school. Effective community outreach is aligned both with community and with school needs, which means excellent building administrators know the communities in which they operate and plan their efforts accordingly.

The elements of APP 4A are:

- School hours and openness to the public
- Public services supported by or available in the school
- School grounds and facilities
- Community opinion of the school and its staff
- Staff relationships with community members
- Family engagement in school-based activities

Indicators include:

- The school is open during normal business hours, but also during other times of high need
- Members of the public are welcome to visit the school or take guided tours during reasonable hours
- Community events are hosted in the school or are supported by the school
- The school grounds and facilities are welcoming
- Members of the community speak well of the school and its staff
- Members of the community seek out opportunities to partner and collaborate with the school
- Partnerships are on-going or repeated
- Families needs are addressed by events and services in the school



Component 4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The school routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, the school routinely brings together the resources of families and the community to assist in meeting student learning goals.	<ul style="list-style-type: none"> ▪ Administrator directly engages with community leaders and develops partnerships to meet identified needs. ▪ Administrator develops a strategic plan for family engagement, including investigating community needs and planning events and services accordingly. ▪ Administrator assesses success of community outreach actions and makes course corrections accordingly. 	<ul style="list-style-type: none"> ▪ Family surveys meet district- or school-established targets for understanding and support of student learning goals ▪ Family participation rates for specific events meet district or school targets ▪ Strong evidence of family outreach and family presence and participation in the school ▪ Family and community participation on school improvement teams
3	The school partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members support student learning goals.	<ul style="list-style-type: none"> ▪ Administrator identifies key needs of family and community members and develops and implements effective responses. ▪ Administrator works with community members to establish a positive relationship between the school and community. ▪ Administrator finds ways to connect community resources to students' and families' needs. 	<ul style="list-style-type: none"> ▪ Families willingly attend school events or use school-based services to meet their needs. ▪ Partnerships between school and community yield repeat service users or event attendees. ▪ Notices of events and services are widely available and accessible to target audiences. ▪ Community members are involved in students' learning through mentoring, tutoring, or other activities.
2	The school inconsistently and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreaches to improve student learning. As a result, families and community members do not meaningfully support student learning goals.	<ul style="list-style-type: none"> ▪ Administrator engages in partnerships but they are not targeted to major community or school needs. ▪ Administrator makes an effort to develop partnerships, but may struggle to bring these partnerships to fruition. 	<ul style="list-style-type: none"> ▪ Families occasionally attend events or services based in the school. ▪ Few partnerships between school and community or on-going or repeated. ▪ The community demonstrates limited awareness of events or services offered by school partnerships.
1	The school rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members are unaware of student learning goals or do not meaningfully support student learning goals.	<ul style="list-style-type: none"> ▪ Administrator does not effectively develop partnerships. ▪ Administrator does not accurately identify needs of the school or community. ▪ Administrator does not connect community resources to student or family needs. 	<ul style="list-style-type: none"> ▪ Families and members of the community report feeling unwelcome in the school. ▪ Community members hold a negative view of the school. ▪ Families are not supported by school events or activities.



Domain 4: Community

Component 4b: Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community.

Schools are fundamentally public spaces, and as such should serve the needs of the surrounding community both by being safe places for students to attend and learn, but also for the full community to engage with each other and to receive services they need. Such services may include social support, education, and healthcare, among others. School leaders must actively open the school and engage community members in ways that mutually support the school and surrounding communities.

The elements of component 4b are:

- School visits
- Community surveys
- Community engagement plans

Indicators include:

- The school serves as a site for community meetings and activities
- The school actively identifies and advocates for social services for community members
- The school is a contributor to community culture and a point of pride for community members
- School community members (leaders, teachers, students, parents, etc.) actively participate in the surrounding community



Component 4b: Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community.

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>The school is a community center and balances protections of the safety and security of learning communities with meeting the multifarious needs of community members. School personnel collaborate to identify ways of serving the community beyond the classroom, and school leaders promote a culture in which service is an integral part of learning. The school routinely brings together the resources of families and the community to assist in meeting student learning goals. School staff members proactively involve families and community members in learning. The school facility serves many purposes beyond traditional education services.</p>	<ul style="list-style-type: none"> ▪ Administrator routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. ▪ Administrator responds and contributes to community interests and needs to provide the best possible education for students and their families. ▪ Administrator systematically solicits and uses community input to inform decisions. ▪ Administrator cultivates and maintains strong relationships with key community stakeholders. ▪ Administrator maximizes the use of school and community resources to provide comprehensive support (e.g., health, social, etc.) for children and families. 	<ul style="list-style-type: none"> ▪ Students work directly with community members in mutually beneficial ways. ▪ The school routinely hosts adult learning opportunities targeted to the needs of the community. ▪ Community members' input influences important school management decisions. ▪ Safety and security challenges are solved collaboratively with community members. ▪ Families and other community members consistently come to the school to find services or information about services they need. ▪ The school is an epicenter of community activity.
3	<p>The school serves as a location for community activities and events. School personnel identify ways of serving the community beyond the classroom, and school leaders invite community members to involve themselves in students' learning. The school brings together the resources of families and the community to assist in meeting student learning goals.</p>	<ul style="list-style-type: none"> ▪ Administrator partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. ▪ Administrator responds and contributes to community interests and needs to improve education for students and their families. ▪ Administrator uses community input to inform decisions. ▪ Administrator maintains strong relationships with key community stakeholders. ▪ Administrator uses school and community resources to provide comprehensive support (e.g., health, social, etc.) for children and families. 	<ul style="list-style-type: none"> ▪ Students and staff members collaborate with community members in mutually beneficial ways. ▪ The school hosts adult learning opportunities targeted to the needs of the community. ▪ Families and other community members know they can find services or information about services they need at the school.
2	<p>The school occasionally serves as a location for community activities and events. School personnel are responsive to community members' requests to participate in school activities or use the school for social programming. The school occasionally leverages community resources to serve support student learning goals.</p>	<ul style="list-style-type: none"> ▪ Administrator identifies possible programs, services, and staff outreach opportunities to improve student learning but may struggle to implement them. ▪ Administrator responds to community interests and needs to improve education for students and their families. ▪ Administrator maintains relationships with some key community stakeholders. ▪ Administrator occasionally uses school and community resources to provide support (e.g., health, social, etc.) for children and families. 	<ul style="list-style-type: none"> ▪ Students and staff members occasionally collaborate with community members in mutually beneficial ways. ▪ The school occasionally hosts adult learning opportunities targeted to the needs of the community. ▪ Some families and other community members know they can find services or information about services they need at the school.
1	<p>The school rarely serves as a location for community activities and events. School personnel are unresponsive or inconsistently responsive to community members' requests to participate in school activities or use the school for social programming. The school generally does not connect community resources to student learning goals.</p>	<ul style="list-style-type: none"> ▪ Administrator does not proactively identify possible programs, services, and staff outreach opportunities to improve student learning but may struggle to implement them. ▪ Administrator rarely responds to community interests and needs. ▪ Administrator rarely uses school and community resources to provide support (e.g., health, social, etc.) for children and families. 	<ul style="list-style-type: none"> ▪ There is little interaction between school and community. ▪ The school is generally closed or otherwise inaccessible when school is not in session. ▪ Families and community members cannot find extra-educational information or services in the school.



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Appendix 5: Building Administrator Professional Foundations Rubric

THE RUBRIC AT A GLANCE

DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM
<p>PF1: Understand and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> ▪ Knowledge of school and district initiatives and activities ▪ Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> ▪ Building administrator interactions with parents ▪ Building administrator interactions with colleagues ▪ Student or personnel records ▪ Grade books ▪ Specialist referrals 	<p>PF3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> ▪ Building administrator interactions with students ▪ Building administrator interactions with parents ▪ Course offerings ▪ Support services offerings ▪ Student advocacy meetings or call notes ▪ After school support logs <p>PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> ▪ Building administrator interactions with students ▪ Building administrator interactions with colleagues ▪ Building administrator interactions with parents or other community members <p>PF 5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> ▪ Required personnel file documentation of behavior ▪ Interactions with school leadership ▪ Interactions with colleagues <p>PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> ▪ Professional Growth Plans ▪ Involvement in district or school-sponsored professional development



DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, building administrators are responsible for maintaining an understanding of new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when necessary, led by educators.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The building administrator plays a leading role in the development or management of district and school initiatives and/or activities inside and out of the classroom as well as those within the professional community of educators. S/he has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<p>In addition to the criteria for “meets expectations”, the building administrator:</p> <ul style="list-style-type: none"> • Shares information with colleagues about a particular district or school initiative. • Leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> ▪ The building administrator is the chair of a district committee. ▪ The building administrator sponsors and leads a student group. ▪ The building administrator sends out updates to colleagues about a new district or school initiative. ▪ The building administrator implements a school improvement initiative based on learning from external research, district PD, etc. ▪ Leads staff development sessions where external resources/learning are shared ▪ Sends emails to share best practices with other district administrators ▪ Leads professional development for other administrators
2	The building administrator participates or has participated in the development or management of district and school initiatives and/or activities inside and out of the classroom as well as those within the professional community of educators. S/he has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<ul style="list-style-type: none"> ▪ The building administrator can speak knowledgeably about current district or school initiatives and activities. ▪ The building administrator attends school or district sponsored activities and participates in a constructive manner. ▪ The building administrator actively volunteers to participate in school or district related activities. ▪ The building administrator supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> ▪ The building administrator attends a district-led information session. ▪ The building administrator volunteers to assist a colleague with a school or district activity or initiative.
1	<p>The building administrator does not demonstrate awareness of district or school initiatives and activities.</p> <p>The building administrator avoids participating in one or more activity or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.</p>	<ul style="list-style-type: none"> ▪ When asked to support a district or school initiative, the building administrator does not participate or participates in a non-constructive manner. ▪ The building administrator does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> ▪ When asked to attend a professional development session, the building administrator is disengaged, does not complete the required work and is disruptive. ▪ The building administrator does not read materials provided to him or her related to a district or school initiative. ▪ The building administrator avoids assisting a colleague with a school or district activity when asked.



DOMAIN 1: SCHOOLS RESPONSIBILITIES AND COMMUNICATION

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.

A key responsibility of building administrators is keeping accurate records relating to student behavior, learning needs and academic progress. For building administrators, record keeping should include personnel records, disciplinary records, high-level records of student progress including students at risk of academic failure, and other indicators of school culture. This data must be collected and tracked in a systematic way, making it easy to find in order to communicate student progress to other colleagues, parents or the students themselves. When this is done well, the educator, colleagues, students and the students' families are clear on how well students are doing in school.

ELEMENTS: Building Administrator interactions with parents, colleagues and students • Student records and progress reports • Specialist referrals • Discipline records

INDICATORS: Seeking information about students' past performance • Seeking information about students' challenges, learning disabilities, or other individual needs • Maintaining records of and referencing IEPs, 504 plans, PLPs or other ILPs • Communicating student academic progress to students and families • Communicating information about students in a timely manner to parents and colleagues • Sharing information professionally

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The building administrator goes above and beyond to ensure that students and their families understand how the student is performing. Materials are tailored to individual student and family needs and students systematically take part in tracking and communicating their progress to others. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary.	<p>In addition to the criteria for “meets expectations,”</p> <ul style="list-style-type: none"> ▪ Students take the lead role in tracking and communicating their performance. ▪ Additional attempts are made to communicate student performance to colleagues and families. ▪ Student progress is communicated in a variety of ways. ▪ The school community is focused on using data. 	<ul style="list-style-type: none"> ▪ Regularly shares data reports with students, teachers, and families ▪ Ensures that progress reports are translated into parents' primary languages ▪ Develops and implements a system for tracking student/teacher/family feedback and actions taken ▪ Teacher team meetings and individual development meetings are driven by analysis of recent student data ▪ Maintains class and individual student-level data and uses it for all PD conversations and leadership-driven intervention strategies
2	The building administrator has a system for collecting and maintaining information about student progress academically and non-academically. The building administrator solicits appropriate information from colleagues and parents. Records of student performance are accurate and up-to-date. Students and families have a clear understanding of the student's performance.	<ul style="list-style-type: none"> ▪ Student records are updated as appropriate. ▪ Students and parents are aware of the student's performance. ▪ The building administrator uses student records as a means of regularly communicating progress to students. ▪ Parents are always clear on how well their students are doing. 	<ul style="list-style-type: none"> ▪ The building administrator keeps organized copies of required student accommodations on file for the entire school and proactively shares this information with teachers. ▪ Parents receive regular communications regarding student progress in addition to report cards.
1	Communication may not occur regularly with parents or colleagues. The building administrator may assume information about student performance without seeking out actual records. Students do not have a clear understanding of their current performance.	<ul style="list-style-type: none"> ▪ Records of communications with parents or colleagues are incomplete or demonstrate inconsistent communication. ▪ The building administrator is unaware of the required accommodations necessary for individual students or accommodations are not being made appropriately due to a lack of information. ▪ Student records are not accurate or up-to-date. 	<ul style="list-style-type: none"> ▪ Grade books of staff have not been updated for several weeks. ▪ When asked, the building administrator is unaware of which students require accommodations or the accommodations they receive. ▪ The building administrator expresses concern about a student's continual lack of progress but reports not having contacted a parent to discuss it. ▪ Parents cannot articulate their student's progress or status.



DOMAIN 2: PROFESSIONALISM

PF3: Acts on the belief that all students can learn and advocates for students' best interests

Fundamental to effective public education is the unwavering belief that all students, no matter what their circumstances, are capable of learning and worth the effort to ensure they succeed in their studies. Educators who demonstrate a belief that all students can learn stop at nothing to provide educational opportunities for their students, look out for students health and safety, and advocate for community access to social service and other events and activities central to families' well-being.

ELEMENTS: Building Administrator interactions with students and parents • Course offerings • Support services offerings • Student advocacy meeting or call notes
• After school support logs

INDICATORS: Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other developmental tracking tools • Communicating information about students' needs and available services to students and families • Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The building administrator pushes the school community to continuously expand academic proficiency for all students. Educators hold themselves accountable for all students' learning and development. Students with non-academic needs are identified and fully served through school or adjunct services. The building administrator sets high academic goals and achieves them.	<p>In addition to the criteria for “meets expectations”, the building administrator:</p> <ul style="list-style-type: none"> ▪ Acts on the belief that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn. ▪ Frequently advocates for students' best interests with persistence and conviction, including students' individualized needs. 	<ul style="list-style-type: none"> ▪ The building administrator and their teachers in school regularly send messages like “all students can learn” ▪ Students not performing to expectations have appropriate intervention plans ▪ The building administrator tracks school's achievement gap data, works with teachers to/school makes progress toward closing its internal gaps ▪ The building administrator develops robust system of supports to meet identified student needs, leveraging external partners, grants, or smart allocation of existing resources ▪ Students take pride in their learning and are able to focus on academic pursuits
2	The building administrator is focused on ensuring all students achieve their maximum potential. S/he holds him or herself accountable for all students' learning and development. The building administrator identifies students with non-academic needs and ensures they receive appropriate assistance from the school or adjunct services. The building administrator sets high academic goals for all students.	<ul style="list-style-type: none"> ▪ The building administrator acts on the belief that all students can learn. ▪ The building administrator advocates for students' best interests, including students' individualized needs. 	<ul style="list-style-type: none"> ▪ The building administrator reports feeling responsible for student learning. ▪ The building administrator expects each student to either achieve on grade level or learn at a pace of one academic year of growth per year. ▪ Students' basic needs are met. ▪ Students who demonstrate non-academic needs receive appropriate services.
1	The building administrator accepts less than full proficiency for all students and believes others are responsible for students' learning and development. Students with non-academic needs are not identified or they are not effectively assisted by the school or adjunct services. The building administrator may believe some groups of students or individual students are unable to learn course material. The building administrator does not set goals or sets low academic goals for some students.	<ul style="list-style-type: none"> ▪ The building administrator infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs. ▪ The building administrator acts on the belief that only some students or groups of students can learn. 	<ul style="list-style-type: none"> ▪ Parents or students are blamed for students' poor academic performance ▪ The building administrator believes s/he cannot be held accountable for student learning. ▪ Students who experience non-academic challenges suffer academically as a result.



DOMAIN 2: PROFESSIONALISM

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Strong school community is characterized by mutual support and respect and by the recognition that all community members contribute to the school environment. Strong culture means educators have high expectations for themselves and others, maintain a commitment to physical and emotional safety, and ultimately support students, adults and stakeholders in realizing the mission and vision for the school.

ELEMENTS: Interactions with colleagues • Interactions with parents or other community members
INDICATORS: Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communications

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Interactions between the building administrator and other adults reflect a high degree of respect. S/he is admired by his or her colleagues and community members interact with him or her in a positive and respectful manner. The building administrator models good leadership behaviors for students and colleagues.	<p>In addition to the criteria for “meets expectations”, the building administrator:</p> <ul style="list-style-type: none"> ▪ Is often approached by colleagues to discuss work-related and non-related topics. ▪ Is respectful and supportive of colleagues in challenging times. ▪ Maintains a positive attitude in the face of challenges. ▪ Leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community. 	<ul style="list-style-type: none"> ▪ Builds a school leadership team to solve building-wide problems ▪ Actively develops/mentors leadership in staff ▪ Supports grade-level / subject teacher teams in driving their own improvement ▪ Staff report feeling they can come to building administrator with a problem, are supported, etc.
2	Interactions between the building administrator and other adults reflect a commitment to positivity. The building administrator is respected by others and is supportive of other staff members. Community members feel comfortable speaking with the building administrator.	<ul style="list-style-type: none"> ▪ Interactions between the building administrator and other adults are uniformly respectful. ▪ Connections with colleagues are genuine and mutually sincere. ▪ The building administrator cares about the success of his or her colleagues. ▪ Maintains a neutral to positive attitude in the face of challenges. ▪ The building administrator works toward a safe, supportive, collaborative culture, including the interaction between the school and the community. ▪ Examines personal assumptions, values, beliefs, and practice to achieve the mission, vision, and goals for student learning. 	<ul style="list-style-type: none"> ▪ The building administrator works well with all colleagues. ▪ The building administrator greets colleagues and other adults by name. ▪ The building administrator regularly communicates with families and establishes a sense of accessibility and openness.
1	Interactions between the building administrator and other adults reflect some negativity. S/he is not respected by others because he or she is unsupportive of other staff members. Community members do not feel comfortable speaking with the building administrator.	<ul style="list-style-type: none"> ▪ The building administrator communicates disrespectfully with his or her colleagues. ▪ In the face of challenges, the building administrator is negative. ▪ The building administrator fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture. 	<ul style="list-style-type: none"> ▪ The building administrator refuses to work with some colleagues. ▪ The building administrator does not call colleagues by their names. ▪ The building administrator does not reply to colleague’s emails or other communications.



DOMAIN 2: PROFESSIONALISM

PF5: Acts ethically and with integrity while following all school, districts and state policies

Great building administrators demonstrate professionalism by using sound professional judgment in all situations. They advocate for students' best interests, even if that means challenging traditional views. They follow school and district policies and procedures, but may suggest ways to update those that are out of date. Interactions with colleagues are always professional and reflect a high level of integrity. The building administrator is trusted by others and commits to solving problems or addressing misunderstandings before they become a larger issue. In addition, the building administrator intervenes on a student or colleague's behalf if they may be in danger or are being treated unfairly by their peers.

ELEMENTS: Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues

INDICATORS: Ethical behavior • Adherence to school, district and state policies • Advocacy

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Other educators look to the building administrator as a role model who makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are respected in the school. The building administrator complies fully with school or district policies and takes a leadership role with colleagues ensuring that such decisions are based on the highest professional standards. S/he interacts with students, colleagues, parents and others in an ethical and professional manner that is fair and equitable.	In addition to the criteria for “meets expectations”, the building administrator: <ul style="list-style-type: none"> ▪ Is considered a leader in terms of honesty, integrity and confidentiality. ▪ Makes a concerted effort to ensure that opportunities are available for all students to be successful. ▪ Takes a leadership role in team and departmental decision making. ▪ Leads the development or revision of codes of professional conduct 	<ul style="list-style-type: none"> ▪ Supports students in crisis by seeking out additional resources when needed ▪ Teachers / staff report feeling that all students are their responsibility ▪ Resolves conflicts and builds a culture of trust (staff report this?) ▪ Collegiality is present in building. Teachers work together effectively, communicate concerns with leader, leader drives resolution
2	The building administrator acts ethically and with integrity, whether it in a situation related to his own conduct or the conduct of peers or students. The building administrator complies with school and district policies. S/he interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> ▪ The building administrator acts ethically and makes decisions that reflect a strong moral code. ▪ The building administrator develops and maintains an understanding of current state, district, and school policies and initiatives. ▪ The building administrator maintains professional standards guided by legal and ethical principles. ▪ The building administrator appropriately informs others regarding critical safety information. ▪ The building administrator is guided by codes of professional conduct. 	<ul style="list-style-type: none"> ▪ The building administrator recognizes when he/she or a colleague has done something wrong and is committed to making it right. ▪ The building administrator consults district/school/state policy handbooks when faced with a situation related to a district/school policy. ▪ If a student reports being in trouble outside of school, the building administrator makes this known to the proper authorities.
1	The building administrator acts unethically and does not follow district/school/state policies.	<ul style="list-style-type: none"> ▪ The building administrator may act unethically at times or makes decisions that do not reflect a strong moral code. ▪ The building administrator demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives. ▪ The building administrator fails to consistently maintain professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> ▪ The building administrator lets wrongdoings go unaddressed. ▪ The building administrator does not follow all school/district/state rules or expresses that policies should not apply to him/her. ▪ The building administrator does not convey information about students to the proper administrator and authorities. ▪ The building administrator is frequently late to school, late to meetings or does not come to work prepared.



DOMAIN 2: PROFESSIONALISM

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

All professionals, especially educators, require continued development and growth to remain current in their field. Strong building administrators are committed to lifelong learning and often rely on colleagues and other stakeholders to reflect on their practice, stay current with knowledge and skills and use this knowledge to improve. Students often provide the best feedback on practice and the best educators wisely use information from students to improve their practice and grow as a professional.

ELEMENTS: Professional Growth Plans • Involvement in district or school-sponsored professional development
INDICATORS: Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Setting and working toward meaningful Professional Growth Goals • Taking advantage of available district/school resources to advance professional growth

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The building administrator assumes responsibility for his or her own professional development, setting ambitious Professional Growth Goals aligned with the cutting edge of his/her discipline that will significantly advance his or her skills. The building administrator regularly collaborates with colleagues, taking a leadership role and pushing everyone to improve their practice together. The building administrator makes the most of all development opportunities, including those that are independent.	In addition to the criteria for “meets expectations”, the building administrator: <ul style="list-style-type: none"> ▪ Fosters collaborative work among colleagues and challenges them to improve their own practice in order to improve outcomes for students. ▪ Commits to learning about changes in his discipline. ▪ Uses feedback from colleagues, students, families and other stakeholders to improve practice. 	<ul style="list-style-type: none"> ▪ Regularly surveys students and staff to drive school improvement ▪ Uses system for receiving feedback and tracking actions taken ▪ Data demonstrate progress toward Professional Growth Plan
2	The building administrator aligns Professional Growth Goals to generally agreed with best practices or recent developments in his/her discipline that will advance his or her skills. The building administrator regularly collaborates with colleagues and uses colleagues as a professional resource when possible.	<ul style="list-style-type: none"> ▪ The building administrator works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving instruction and achievement. ▪ The building administrator engages in the professional development process by setting the required growth goals. ▪ The building administrator takes part in district or school sponsored development opportunities. ▪ Professional growth plans and professional development include opportunities to collaborate with other educators as appropriate. 	<ul style="list-style-type: none"> ▪ The building administrator sets the required number of professional growth goals and works toward their completion throughout the year. ▪ The building administrator records participating in a Professional Learning Community with another educator(s).
1	The building administrator does not set growth goals or goals are superficial, unspecific or not aligned to appropriate areas of development. The building administrator often works in isolation even when colleagues have reached out to include her in development opportunities.	<ul style="list-style-type: none"> ▪ The building administrator does not work collaboratively with colleagues. ▪ The building administrator does not select a meaningful goal or does not make an attempt to meet the professional growth goal. ▪ The building administrator does not collaborate with colleagues to meet his or her professional growth goal. ▪ The building administrator purposefully resists discussing performance with evaluators. 	<ul style="list-style-type: none"> ▪ The building administrator’s professional growth goal(s) is/are incomplete. ▪ Steps to complete the professional growth goal are vague and not well thought out.



