Instructional Supervisor Evaluation Rubric

Contents

TN Department of **Education**

Overview

Instructional supervisor evaluation model vision statement

The Tennessee instructional supervisor evaluation model will help define and foster professional growth by providing specific feedback to support teachers and administrators so that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.

Introduction

Tennessee recognizes the importance of engaging in a continuous improvement process, and we seek to transform what it means to be an effective instructional supervisor in order to best prepare all students for success. This aim is accomplished by setting high standards for effective instructional supervision based upon research and best practice, supporting supervisors to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. While the responsibilities and titles of instructional supervisors vary across Tennessee, the role can generally be defined as one where the majority of time is focused on the direct delivery of instructional services to educators from the district level.

This recommended, voluntary evaluation model for instructional supervisors builds upon the strong foundation and impact of the TEAM teacher and administrator evaluation rubrics and is aligned with the goals of the department's strategic plan and vision, *Tennessee Succeeds*. The leadership practices embedded in the indicators and descriptors of this rubric are specifically designed for instructional supervisors, and are tied to the indirect but vital role they have on school-based leaders and their practices that directly impact student achievement.

The instructional supervisor evaluation rubric is:
- voluntary, and the content and process can be customized to fit the needs of individual districts;
- aligned to the department's strategic plan and the TEAM teacher and administrator evaluation models;
- focused primarily on the dimensions of instructional leadership most directly linked to managing leader effectiveness and increasing student achievement;
- intended to help engage instructional supervisors in reflective dialogue among and between peers and evaluators to improve practice;
- supportive of an instructional supervisor's opportunities for improvement, offering guidance on professional growth and learning for oneself and for other educators;
- developed to establish a culture of support for instructional supervisors; and
- intended to support school leaders in developing effective leadership practices that drive results for students and educators.

The instructional supervisor evaluation rubric is not:
- mandatory or found in the State Board of Education evaluation policy;
- meant to evaluate operational supervisors;
- a checklist, but should be used to weigh the preponderance of evidence over time against the levels of practice defined in the indicators and descriptors;
- inclusive of all salient aspects of a supervisor's role; or
- meant to address areas of performance related to personal conduct as described in district and state policies.

Supervisor evaluation advisory council

In collaboration with the superintendents', supervisors', and principals' study councils, the drafting process for the instructional supervisor evaluation rubric was largely informed by the members of the supervisor evaluation advisory council whose expertise, suggestions, questions, and concerns regarding the rubric's language during the 2014-15 school year were strongly considered during the development of all iterations of the draft.

Members of the supervisor evaluation advisory council:

1) Paul Fleming, Assistant Commissioner, Tennessee Department of Education
2) Pennye Thurmond, Director of Leader Effectiveness, Tennessee Department of Education
3) Tim Rogers, Supervisor Study Council Chairperson, Henderson County
4) Patton Gamble, Principal Study Council Chairperson, Washington County
5) Jennifer Brown, Assistant Director, Sumner County
6) Dory Creech, Assistant Director, Kingsport City
7) Denise Brown, Superintendent Executive Council Chairperson, Unicoi County
8) Mary Reel, Director of Schools, Milan County
9) Mickey Blevins, Director of Schools, McMinn County
10) Marcia Melton, 2013-14 Supervisor of the Year, Cannon County
11) Betty Sue Sparks, Cornerstone Principal in Residence, Center for Educational Leadership, The University of Tennessee
12) Millicent Smith, Executive Director of Curriculum, Instruction, & Professional Development, Knox County
13) Louise Claney, Instructional Supervisor, Collierville County
14) Janice Fox, CORE Director, Upper Cumberland Region
15) Carla Cushman, Associate Professor of Educational Leadership, Union University
16) Wayne Miller, Executive Director, Tennessee Organization of School Superintendents (TOSS)
17) Sharon Roberts, Chief Operating Officer, State Collaborative on Reforming Education (SCORE)
18) Robbie Mitchell, Director of Professional Development, Greeneville City Schools

In addition to input from the advisory council and colleagues statewide, the following team from the American Institutes for Research (AIR) conducted a thorough review of the rubric and provided extensive feedback to inform the final draft:

- Dr. Matthew Clifford, Principal Researcher at AIR
- Dr. Tony Milanowski, Principal Researcher at Westat
- Dr. Steve Fink, Director at the Center for Educational Leadership at the University of Washington

Research supporting the instructional supervisor evaluation rubric

- American Institutes for Research's *The Ripple Effect*, 2012
- Center for Educational Leadership, University of Washington's *Principal Support Framework*, 2013
- Council of Chief State School Officers' *ISLLC Standards*, 2014 (draft)
- Learning Forward's *Beyond Buses, Boilers, and Books*, 2014
- The Wallace Foundation's *Make Room for the Principal Supervisors*, 2013
- Tennessee's Standards for Professional Learning, 2012
- Tennessee's Teacher Leader Standards, 2011

Standard A: District Leadership & Capacity Building

An ethical and effective instructional supervisor exhibits leadership through collective planning by using data to inform decisions, setting high expectations for self and others, and holding each accountable to ensure improved student learning.

Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations.
– Peter Drucker

Indicator	5	3	1	Suggested Evidence
A.1 Strategic Planning Utilizes a systematic process of long-range planning that includes envisioning a desired future, translating this vision into broadly defined goals and/or objectives, and sequencing appropriate steps to achieve desired outcomes supportive of student learning.	In addition to Level 3 descriptors, sustains stakeholder engagement in long-range planning that: • Fosters a cohesive, collaborative, and comprehensive leadership perspective in other educators • Ensures that educators and stakeholders identify necessary action steps to reach school- and/or district-level goals • Enlists other educators and stakeholders to articulate district goals to a variety of audiences • Incorporates planning that addresses students' academic growth goals • Generates additional resources and innovative ideas to advance school and district initiatives for student growth • Collaborates with multiple stakeholders to monitor and adjust planned and implemented goal-aligned strategies	Regularly utilizes stakeholders to develop and implement long-range planning that: • Demonstrates a cohesive, collaborative, and comprehensive leadership perspective of the district's larger aims • Identifies necessary action steps to reach school- and/or district-level goals • Articulates district goals to a variety of audiences • Incorporates planning that addresses school's (or schools') academic growth goals • Demonstrates flexibility in use of available resources to support district initiatives • Collaborates with educators to monitor and adjust planned and implemented goal-aligned strategies	Limited or no: • Utilization of stakeholders to develop and implement long-range planning • Demonstration of a cohesive, collaborative, and comprehensive leadership perspective of the district's larger aims • Identification of necessary action steps to reach school- and/or district-level goals • Articulation of district goals to a variety of audiences • Use of planning that addresses school's (or schools') academic growth goals • Flexibility in use of available resources to support district initiatives • Collaboration with educators to monitor and adjust planned and implemented goal-aligned strategies	• School system five year plan • School and district plan (ePlan) with action items/strategies • School and district data tracking and training • Agendas/minutes from planning meetings • Timeline of planned meetings • School improvement goals aligned to district plan • School board minutes/handouts • Conversations with stakeholders • Feedback and survey data • Teacher and leader interviews

| A.2 Self-Practice

Actively engages in a continuous improvement process to enhance professional performance. | In addition to Level 3 descriptors, frequently seeks and uses feedback from a variety of sources to reflect on personal leadership practices, and makes necessary changes for improvement that:

• Facilitate and sustains professional learning communities aligned to self and/or educator-, school-, and district-need
• Sustain and evaluates new learning from professional learning opportunities and performance feedback from others
• Foster other educators' understanding of performance expectations associated with the administrator evaluation model | Regularly uses feedback from a variety of sources to reflect on personal leadership practices, and makes necessary changes for improvement that:

• Engage in professional learning aligned to self and/or educator-, school-, and district-need
• Implement new learning from professional learning opportunities and performance feedback from others
• Demonstrate an understanding of performance expectations associated with the administrator evaluation model
• Regularly facilitate procedures and practices that present evidence of improvement of self-practice | Limited or no:

• Changes for improvement based on feedback regarding personal leadership practices
• Engagement in professional learning aligned to self and/or educator-, school-, and district-need
• Demonstrated use of new learning from professional learning opportunities and performance feedback from others
• Demonstrated understanding of performance expectations associated with the administrator evaluation model
• Facilitation of procedures and practices that present evidence of improvement of self-practices | • Administrator and teacher perception surveys
• Agendas and/or certificates of completion from professional learning activities
• Implementation plan for redelivery of content from professional learning with tracking of attendance and follow-up at district-, school-, and/or classroom-level
• Professional learning community (PLC) agendas/minutes
• Self-reflection forms
• Observable and/or documented changes in practice and/or mindset
• Developed and completed SMART goals
• Completed and/or delivered training summaries
• Self-improvement plan with action steps and timeline
• Assisting director of schools or district team with administrator evaluations |

A.3 Rigorous Curriculum and Expectations Supports the collaborative development, implementation, monitoring, and adjusting of a cohesive instructional plan aligned to state academic standards.	In addition to Level 3 descriptors, ensures the incorporation of state standards into working documents for teachers and administrators that: • Lead others to an accurate understanding of Tennessee-adopted standards • Engage administrators and teachers to create working curriculum documents • Engage administrators and teachers to create common assessments and foster using assessment results to refine instructional supports • Engage administrators and teachers to develop and consistently implement tracking instruments for student goal-setting and monitoring of student achievement and growth • Help create a culture where common assessment data drives the improvement of instructional practices	Regularly incorporates state academic standards into working documents for teachers and administrators that: • Demonstrate an accurate understanding of Tennessee-adopted standards • Develop pacing guides aligned to state academic standards with input from various stakeholders • Facilitate the selection of teaching materials based on state standards and input from various stakeholders • Incorporate and consistently use assessments that inform teacher instruction and administrator monitoring of student progress • Implement tracking instruments for student goal setting and monitoring of student achievement • Establish collective accountability when making needed adjustments to deepen classroom rigor	Limited or no: • Understanding of Tennessee-adopted standards • Incorporation of state standards into working documents for teachers and administrators • Development of pacing guides aligned to state standards • Facilitation of the selection of teaching materials based on standards and input from stakeholders • Incorporation of assessments that inform teacher instruction and administrator monitoring • Implementation of tracking instruments for student goal-setting and monitoring of achievement	• Curriculum maps • Pacing guides • Lesson planning templates • Unit planning templates • Teacher and administrator evaluations • Student profile folders • Common assessments • Leadership team agendas/notes • Professional learning communities (PLCs) built around standards and content, grade levels, and/or data teams • Interviews and conversations with stakeholders
A.4 Shared Leadership Provides appropriate expectations, support, training, feedback, and monitoring to ensure collaborative and continuous high-quality leadership at all levels of the school district.	In addition to Level 3 descriptors, utilizes and sustains shared leadership practices to: • Create and/or develop school- and district-level teams focused on instructional goals that include administrators and teacher leaders • Establish internal protocols and monitoring of data to track progress toward specific and measurable goals for high performing team(s)	Regularly utilizes shared leadership practices to: • Establish and communicate performance standards and expectations to administrators • Use data for self and others to identify professional strengths and opportunities for ongoing professional growth • Hold self and others accountable for continuous improvement • Provide follow-up and support for school and district teams to ensure goals are being attained	Limited or no use of shared leadership practices: • Establishing and/or communicating performance standards and expectations to administrators • Use of data to identify professional strengths and opportunities for ongoing professional growth • Holding self and others accountable for continuous improvement • Follow-up and support to ensure goals are being attained	• Teacher leader roles and job descriptions in differentiated pay plan • Teacher and student work samples from leadership team meetings • Calendar reflecting time spent planning and executing professional learning • Calendar reflecting time spent coaching administrators • Induction program/plan • Evaluation instrument • Surveys • Self-reflection • Teacher leader plan aligned to Tennessee Teacher Leadership Standards (TILS) • Assisting director of schools or district team with administrator evaluations

A.5 Use of Data to Inform, Assess, and Adjust Strategies/Approaches Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	In addition to Level 3 descriptors, strategically utilizes data to make and ensure informed decisions that: • Develop and monitor district- and/or school-wide data plans that include: o student progress tracking o specific strategies to meet or exceed academic and behavioral growth and achievement goals o baseline comparisons to benchmarks throughout the year o time for instructional adjustments informed by data • Develop and ensure shared accountability for instructional decisions targeting achievement and growth goals • Develop data-specific growth and achievement targets that result in gains	In collaboration with district personnel and principals, regularly makes decisions based on data that: • Use multiple sources of student, educator, and school-wide data to inform decision-making • Determine specific data to analyze when tracking student progress • Identifies a baseline for comparing benchmarks throughout the year • Communicate expectations for adjusting administrative responses to formative and summative assessment data • Establish shared accountability for administrative decisions targeting student achievement and growth goals	Limited or no: • Use of student, educator, and school-wide data to inform decision-making • Determination of specific data to analyze when tracking student progress • Use of baseline data for comparing benchmarks throughout the year • Communication of expectations for adjusting administrative responses to formative and summative assessment data • Shared accountability for administrative decisions targeting student achievement and growth goals	• Summative and formative student assessments • Teacher observation data • Data meetings minutes • Attendance rates • School level data teams • Data tracking and training • Use of rubrics to establish clear expectations

Standard B: Culture & Communication

An ethical and effective instructional supervisor engages with stakeholders to create and sustain an inclusive, respectful, and student-centered culture of collaboration and communication that results in improved student learning.

The pathway to educational excellence lies within each school.
– Terrance Deal

Indicator	5	3	1	Suggested Evidence
B.1 Leveraging Educator Strengths Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.	In addition to Level 3 descriptors: • Engages with school leadership team to review multiple data sources (including school goals and student learning needs) to identify and/or support optimal educator, grade level, and/or content area placement of personnel and students • Supports school leaders as they create a coherent system to extend impact of educators at all performance levels • Develops a growth mindset in other educators by modeling and helping colleagues learn from successes and challenges • Analyses and assesses identified strengths of educators	Leverages educator strengths by: • Working with school administrators and other school/district leaders to identify and support educators according to their demonstrated effectiveness as aligned with student learning needs and school and/or district goals • Modeling a growth mindset for self and others • Using identified strengths of educators to build their capacity	Limited or no: • Leveraging of strengths by working with school administrators and other school/district leaders to identify and support educators according to their demonstrated effectiveness as aligned with student learning needs and school and/or district goals • Modeling of a growth mindset for self and others • Use of identified strengths of educators to build their capacity	• Agendas and minutes of team meetings • Agendas and notes from professional learning communities (PLCs) • Sample correspondence • Use of evaluation data • Teacher leader plan aligned to Tennessee Teacher Leadership Standards • Professional learning plans • Professional growth plans • Teacher support such as induction and/or mentoring programs
B.2 Supporting Collaborative Culture Collaborates with educators to establish and sustain a professional and supportive culture that is conducive to teaching and learning.	In addition to Level 3 descriptors: • Supports learning communities in using collective strengths, skills, and experience to improve classroom practice over time	Develops and/or sustains a collaborative culture by: • Using collective educator strengths, skills, and experiences to improve classroom practice • Identifying and providing opportunities for educators to collaborate at the teacher-, administrator-, school-, and district-levels	Limited or no: • Use of collective educator strengths, skills, and experience to improve classroom practice • Identifying and/or providing opportunities for educators to collaborate at the teacher-, administrator-, school-, and/or district-levels	• Agendas and notes from team meetings • School climate surveys • Agendas and/or notes from special events • Agendas, notes, and teacher work samples that reflect changes in instructional practices • Teacher and administrator evaluation observation scores

B.3 Celebration	In addition to Level 3 descriptors:	Regularly recognizes and celebrates success by:	Limited or no:	• Documentation of awards • Newspaper articles or other media recognition • Personal recognitions (e.g., notes, newsletters, conversations with staff and students)

Recognizes and celebrates improved student, educator, school, and district success as aligned with the school's (or schools') and district's vision and goals.	• Utilizes shared leadership with members of school community to:
	  o create and support district celebration rituals, traditions, and initiatives
	  o recognize and support peer performance
	  o recognize specific accomplishments to establish models of success for peers
		• Supporting regular recognition and celebration of student performance and growth through a variety of communication methods and activities
		• Recognizing and celebrating educator performance and growth through a variety of communication methods and activities
			• Recognition or celebration of student performance and growth through a variety of communication methods and activities
			• Recognition and celebration of educator performance and growth through a variety of communication methods and activities	

B.4 Family and Community	In addition to Level 3 descriptions:	Works with teachers, principals, and other educators/administrators to involve families and communities in the education of their children by:	Limited or no:	• Newsletters • Website • Meeting agendas and schedules • Phone/contact logs • Parent surveys • New project letters/plans • Interviews and conversations with stakeholders
Collaborates with educators and other stakeholders to engage families and the community in the educational process.	• Facilitates and supports family and community partnerships that are visible and sustainable	• Supporting welcoming events and activities • Establishing and/or supporting an accessible communication process for families that results in student-focused outcomes • Creating and supporting ways for families to participate in decision-making and school-system initiatives and activities • Supporting communication and outreach processes for families and the community that consider socioeconomic, cultural and linguistic diversity	• Support of welcoming events/activities • Support and/or establishment of an accessible communication process for families that results in student-focused outcomes • Support and/or creation of ways for families to participate in decision-making and school-system initiatives and activities • Support of communication and outreach processes for families and the community that consider socioeconomic, cultural, and linguistic diversity	

B.5 Timely, Accurate, and Complete Communication	In addition to Level 3 descriptors:	Utilizes effective communication skills with all stakeholders to support the teaching and learning process by:	Limited or no:	
Utilizes effective communication skills with all stakeholders for the purpose of supporting the teaching and learning process.	• Develops educator capacity to implement structures for engaging diverse stakeholders to provide input and feedback on school and/or district decisions	• Communicating with educators and stakeholders in a clear, timely, and responsive manner • Providing multiple opportunities for mutual communication that results in greater understanding and/or leads to effective action • Supporting structures to encourage diverse stakeholders to provide input and feedback in school and/or district decisions	• Communication with educators and stakeholders in a clear, timely, and responsive manner • Provision of multiple opportunities for mutual communication that results in greater understanding and/or leads to effective action • Support of structures to encourage diverse stakeholders to provide input and feedback in school and/or district decisions	• School, district, and community surveys • School and district policy handbooks • Student surveys • Documented community partnership activities • School climate and discipline surveys and data • Intervention schedules and plans • District and school websites • Formative and summative assessment results • Use of parent/community advisory councils

Standard C: Program Implementation & Quality Assurance

An ethical and effective instructional supervisor collaborates with educators at all levels to develop, monitor, evaluate, and extend impactful and cohesive instructional programs and practices that result in improved student learning.

Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.
– William A. Foster

Indicator	5	3	1	Suggested Evidence

C.1 Student Growth
 	
Ensures use of effective pedagogy to positively impact all students.
	In addition to Level 3 descriptors:
	
	• Collaborates with building principals to develop and implement extension opportunities for high-impact teachers
	• Incorporates collaborative school- and district-wide planning that addresses students' academic growth goals
		Collaborates with educators to ensure the effective use of pedagogy to positively impact all students by:
		
		• Providing opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness
		• Developing and/or sustaining a collegial environment by using the collective strengths, skills, and experiences of educators to improve classroom practice
		• Assessing teacher use of research-based instructional methods and strategies with fidelity to state-approved teacher evaluation models
		• Providing specific, actionable feedback to teachers regarding instruction
		• Encouraging educators to use the evaluation process for professional learning and growth
		• Adhering to all evaluation processes
		• Ensuring the classroom observation process includes:
		  o gathering evidence
		  o balancing educator and student actions related to teaching and learning
			Limited or no:
			
			• Provision of opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness
			• Development of a collegial environment using collective educator strengths, skills, and experience to improve classroom practice
			• Assessment of teacher use of research-based instructional methods and strategies with fidelity to state-approved teacher evaluation models
			• Providing specific, actionable feedback to teachers regarding instruction
			• Encouraging educators to use the evaluation process for professional learning and growth
			• Adherence to all evaluation processes
			• Ensuring that classroom observation process includes:
			  o gathering evidence
			  o balancing educator and student actions related to teaching and learning
			  o grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process
				• Data meetings
				• Student work samples
				• Annual and benchmark testing results
				• Agendas, minutes, and sign-in sheets from grade level/content team meetings
				• Intervention schedules/plans
				• Observation and growth data

		- grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process - using a preponderance of evidence to evaluate teaching - using the rubric to structure feedback to educators, offering specific, actionable feedback and recommendations connected to improving student achievement - facilitating educator implementation of recommended improvement strategies • Using evaluation data to determine trends and assess educator strengths and growth opportunities • Providing research-based models and exemplars of instructional programming that have records of academic success	- using a preponderance of evidence to evaluate teaching - using the rubric to structure feedback to educators, offering specific, actionable feedback and recommendations connected to improving student achievement - facilitating educator implementation of recommended improvement strategies • Use of evaluation data to determine trends and assess educator strengths and growth opportunities • Provision of research-based models and exemplars of instructional programming that have records of academic success	

C.2 Educator Growth	In addition to Level 3 descriptors:	Collaborates with educators to ensure the use of effective strategies to positively impact adult learners by:	Limited or no:	

Ensures the use of effective strategies to positively impact adult learners.	• Ensures all professional learning activities align with the Tennessee Standards for Professional Learning
	• Collaborates with district- and school-level leadership to:
	  o differentiate professional learning opportunities based on educator needs and preferences
	  o provide differentiated follow-up for professional learning activities
	  o facilitate implementation of knowledge and skills gained from professional learning activities
	  o develop, implement, and monitor accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities
	  o frequently seek feedback from a variety of sources to reflect on personal instructional leadership practices, and make any necessary changes for improvement
	  o reflect on leadership alignment with core values, district vision, and goal attainment
	  o build capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data
		• Engaging educators in activities aligned with the Tennessee Standards for Professional Learning
		• Differentiating professional learning opportunities based on individual educator needs
		• Communicating expectations for implementing knowledge and skills gained from professional learning activities
		• Holding educators accountable for implementing knowledge and skills gained from professional learning opportunities
		• Using feedback from a variety of sources to reflect on personal instructional leadership practices, making any necessary changes for improvement
		• Engaging in professional learning aligned to student, educator, and self-need
		• Implementing new, relevant learning from feedback and professional learning opportunities with evidence of improvement
			• Engagement of educators in activities aligned with the Tennessee Standards for Professional Learning
			• Differentiation of professional learning opportunities based on individual educator needs
			• Communication of expectations for implementing knowledge and skills gained from professional learning activities
			• Holding educators accountable for implementing knowledge and skills gained from professional learning opportunities
			• Use of feedback from a variety of sources to reflect on personal instructional leadership practices and makes any necessary changes for improvement
			• Engagement in professional learning aligned to student, educator, and self-need
			• Implementation new, relevant learning from feedback and professional learning opportunities with evidence of improvement
				• Agendas and notes from professional learning communities (PLCs)
				• Agendas and handouts/notes from professional learning activities/events
				• Planning documents and agendas
				• Individual teacher feedback
				• Professional learning surveys
				• Evaluation of professional learning
				• Classroom/teacher feedback sheets
				• Educator evaluation results
				• Co-observation feedback notes
				• Notes/reflections from personal professional learning
				• Participation in professional organizations
				• Participation in district and state committees
				• Professional growth plans

C.3 Organizational and Program Management	In addition to Level 3 descriptors:	Collaborates with educators to promote the success and well-being of every student by:	Limited or no:	
Promotes the success and well-being of every student by promoting robust, rigorous, and meaningful curricula and assessment programs.	• Builds capacity among nearly all educators for analyzing and using multiple sources of student, educator, and school-wide data to develop, promote, and monitor instructional programs • Builds capacity among nearly all educators for creating personalized student pathways through the use and analysis of student, educator, and school-wide data	• Using multiple sources of student, educator, and school-wide data to develop, promote, and monitor instructional programs • Establishing specific strategies to meet or exceed academic and behavioral student growth goals • Identifying a data baseline for comparing benchmarks throughout the year in order to progress monitor programs and procedures • Communicating expectations for adjusting instruction in response to formative and summative assessment data	• Use of multiple sources of student, educator, and school-wide data to develop, promote, and monitor instructional programs • Use of specific data to analyze when tracking student progress • Use of academic and behavioral student growth goals • Use of baseline data for comparing benchmarks throughout the year in order to progress monitor programs and procedures • Expectations for adjusting instruction in response to formative and summative assessment data	• Physical evidence of data tracking/progress monitoring (e.g., spreadsheet, PowerPoint, etc.) • Notes from presentations and trainings conducted on topic of data • Notes from data meetings • Intervention schedules/strategic plans • Work samples • Benchmark assessments/analysis of such • Use of rubrics • Attendance rates • Discipline referrals • Formative/summative teacher-administered test data • Graduation rates • ACT/SAT scores • Advanced Placement scores • State assessment scores
C.4 Legislation and Policy	In addition to Level 3 descriptors:	Establishes, communicates, and enforces a set of standard operating procedures and routines based on local, state, and federal legislation and policy by:	Limited or no:	
Fosters understanding and adherence to local, state, and federal laws and policies.	• Engages with district- and school-level leadership in frequent reviews of standard operating procedures to measure effectiveness in supporting the effective and efficient operation of the school/district	• Aligning standard operating procedures with district, state, and federal laws and policies • Utilizing a variety of methods to communicate the established standard operating procedures and routines • Ensuring that educators and students understand and are accountable to the district's and school's standard operating procedures and routines	• Establishing, communicating, or enforcing a set of standard operating procedures and routines based on local, state, and federal legislation and policy	• Samples of policy compliance reports • Records demonstrating policy communication and enforcement • Sample incident reports • Student and employee handbooks • Board policy

C.5 Resource* Management	In addition to level 3 descriptors:	Collaborates with educators to create organizational structures that support the instructional vision and district leadership initiatives by:	Limited or no:	• Audit reports • Strategic plan • Employee handbook • Board policy

Creates organizational structures that support the instructional vision and district leadership initiatives.
 	
Resources may include materials, time, fiscal resources, and/or personnel resources
	• Engages with district- and school-level leadership in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the school/district
	• Establishes a specific process and protocol for aligning procurement of resources with the strategic plan
	• Takes appropriate risks and identifies existing resources to solve problems effectively
	• Engages with key stakeholders to coordinate, monitor, and evaluate progress of district and state programs and initiatives
		• Aligning the procurement of resources to district priorities
		• Following district procedures for procurement of resources
		• Allocating resources based on identified and prioritized needs
		• Utilizing long-term planning to ensure availability of funds throughout the fiscal year
		• Performing timely, accurate, and transparent budgetary responsibilities by:
		  o allocating fiscal resources in alignment with the school and district priorities to increase student achievement
		  o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines
		• Implementing a shared understanding of resource management based upon equity and integrity
			• Allocation of fiscal resources in alignment with school and district priorities to increase student achievement
			• Ensuring performance of delegated budgetary responsibilities within all appropriate district, state, and federal guidelines	

Glossary of Terms

Collaborative School Culture: Educators share strong educational values, work together to pursue professional learning, and are committed to improving their work (adapted from definition in *School Culture Rewired: How to Define, Assess, and Transform It,* Steve Gruenert & Todd Whitaker, 2015).

Growth Mindset: People believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. (*Mindset: The New Psychology of Success,* Carol Dweck, 2006).

Personalized Learning: Meeting the learner at their current level of understanding and moving them to mastery. The following are the three necessary components of personalization:

1. Clarity of learning targets and goals with a clear understanding of the pathways and strategies to accomplish these goals
2. Opportunities for the learner to engage in self-pacing
3. Coaching of the learner with ongoing and specific feedback

Shared Leadership: A district or school leader's ability to maximize all of the human resources in an organization by strategically developing and supporting educators and giving them an opportunity to take leadership positions in their areas of expertise.

Last Revision: Oct. 2015