

Rhode Island Model Evaluation & Support System



Building Administrator

Edition IV



RIDE Rhode Island
Department
of Education

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Introduction

Rhode Island educators 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 Building Administrator Evaluation and Support System (Rhode Island Model) is to help all building administrators improve. Currently, districts in Rhode Island may submit a district-designed model for approval that complies with the Educator Evaluation System Standards or adopt the Rhode Island Model. There are currently two approved models.

The focus on building administrator effectiveness is our recognition of the incredible influence building administrators have on student growth and achievement. Through the Rhode Island Model, we hope to help create a culture where all building administrators have a clear understanding of what defines excellence in their work; are provided with prioritized, specific, and actionable feedback about their performance; and receive support to continuously improve their effectiveness, regardless of the number of years they have been working as a building administrator.

How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for evaluating and supporting building administrators with the Rhode Island Model. For 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.

To help educators better understand *how* to best implement various aspects of the Rhode Island Model, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules and sample Student Learning Objectives.

The **Online Resource** icon (shown on the right) will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. Educators can directly access the educator evaluation pages on the RIDE website at www.ride.ri.gov/EdEval.



Selecting the Appropriate Model

We recognize that building administrator roles may look different in various local contexts. For the purposes of the Rhode Island Model, “building administrator” means any public school employee working under a Building Level Administrator certification.

Changes to the Rhode Island Model

The table below highlights changes made to the Rhode Island Model for the 2015-16 school year.

Element	Change
Final Effectiveness Rating Calculation	<ul style="list-style-type: none"> ▪ A matrix will no longer be used to calculate a final rating. ▪ The system will now use a points-based approach with the following weights: <ul style="list-style-type: none"> ▫ Professional Practice: Instructional Leadership (25%) ▫ Professional Practice: Site Management (25%) ▫ Professional Responsibilities (20%) ▫ Student Learning (30%)
Building Administrator Professional Practice Rubric	<ul style="list-style-type: none"> ▪ There are two Professional Practice measures. ▪ Domain 1 (Mission, Vision, and Goals) and Domain 2 (Teaching and Learning) combine to form Professional Practice: Instructional Leadership. ▪ Domain 3 (Organizational Systems) and Domain 4 (Community) combine to form Professional Practice: Site Management.
Building Administrator Professional Responsibilities Rubric	<ul style="list-style-type: none"> ▪ The Professional Responsibilities Rubric has seven components. ▪ The Professional Responsibilities Rubric has four performance level descriptors for each component. ▪ The Professional Growth Goal will be scored using PR 7 of the Professional Responsibilities Rubric.

Rhode Island Model at a Glance

Requirements for Building Administrators

The table below outlines the minimum requirements for building administrators. Please note that Rhode Island General Law 16-12-11 establishes a cyclical model for teacher evaluations, but all building administrators must continue to receive full evaluations annually.

Element	Minimum Requirements
Evaluation Conferences	<ul style="list-style-type: none"> ▪ Three conferences between the building administrator and the evaluator (beginning-of-year, middle-of-year and end-of-year)
School Visits	<ul style="list-style-type: none"> ▪ At least three school visits (one announced and two unannounced) and evidence gathered through day to day interactions ▪ Written feedback after each visit
Professional Responsibilities	<ul style="list-style-type: none"> ▪ Holistic ratings on each of the seven components of the Building Administrator Professional Responsibilities Rubric
Professional Growth Goal	<ul style="list-style-type: none"> ▪ One Professional Growth Goal written by the building administrator and approved by the evaluator at the beginning of the year and scored by the evaluator at the end of the year
Student Learning Objectives	<ul style="list-style-type: none"> ▪ At least two but no more than four SLOs per building administrator
Final Effectiveness Rating	<ul style="list-style-type: none"> ▪ Calculated using the points-based system, with each measure having the following weights: <ul style="list-style-type: none"> ▫ Professional Practice: Instructional Leadership (25 percent) ▫ Professional Practice: Site Management (25 percent) ▫ Professional Responsibilities (20 percent) ▫ Student Learning (30 percent)
Performance Improvement Plans	<ul style="list-style-type: none"> ▪ Development and implementation of a Performance Improvement Plan for any building administrator receiving a FER of <i>Developing</i> or <i>Ineffective</i> as defined in Standard Four of the Educator Evaluation System Standards.

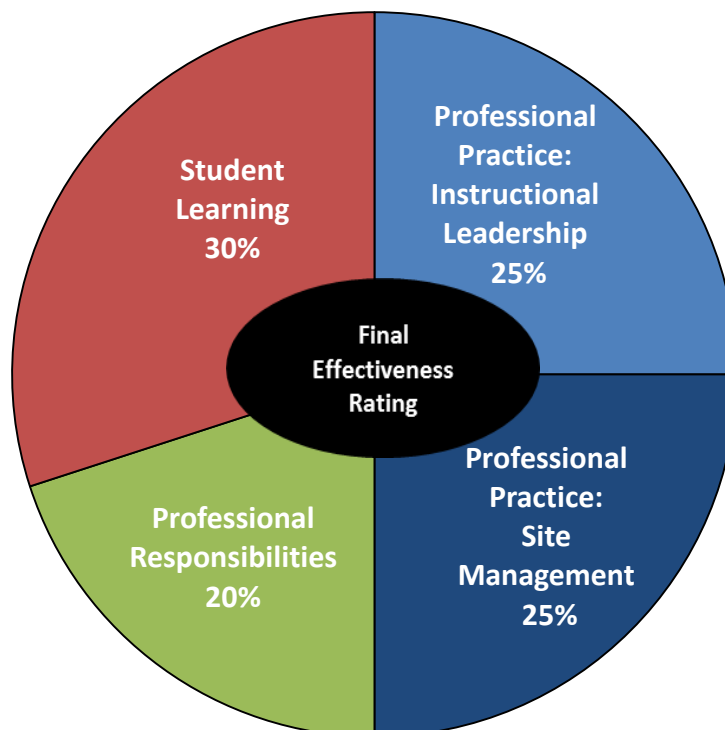
System Overview

Evaluation Criteria

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

1. **Professional Practice: Instructional Leadership** – This measure represents Domain 1: Mission, Vision, and Goals and Domain 2: Teaching and Learning of the Building Administrator Professional Practice Rubric. There are a total of six components in the two domains.
2. **Professional Practice: Site Management** – This measure represents Domain 3: Organizational Systems and Domain 4: Community of the Building Administrator Professional Practice Rubric. There are a total of five components in the two domains.
3. **Professional Responsibilities** – The Professional Responsibilities Rubric includes three domains: School Responsibilities and Communication, Professionalism, and Professional Growth. The ratings of these three domains combine to create one measure of Professional Responsibilities.
4. **Student Learning** – This measure assesses the building administrator’s impact on student learning through the use of Student Learning Objectives (SLOs) and the Rhode Island Growth Model (RIGM), when applicable.

Evidence from each of the four measures will be combined to produce a Final Effectiveness Rating of **Highly Effective, Effective, Developing, or Ineffective.**



Performance Level Descriptors

Each of the four Final Effectiveness Ratings has an associated Performance Level Descriptor that provides a general description of what the rating is **intended** to mean, with the acknowledgement that exceptions do exist. Performance Level Descriptors can help clarify expectations and promote a common understanding of the differences between the Final Effectiveness Ratings of *Highly Effective*, *Effective*, *Developing*, and *Ineffective*. Additional information about how to interpret the ratings is available by examining the detailed scoring rubrics and related evaluation materials.

Highly Effective – A *Highly Effective* rating indicates outstanding performance by the building administrator. A building administrator who earns a *Highly Effective* rating has a very high, positive impact on the learning of students and exhibits high-quality professional behaviors regarding school leadership and professional responsibilities.

Effective – An *Effective* rating indicates consistently strong performance by the building administrator. A building administrator who earns an *Effective* rating has a strong, positive impact on the learning of students and exhibits high-quality professional behaviors regarding school leadership and professional responsibilities.

Developing – A *Developing* rating indicates inconsistent performance or consistently moderate performance by the building administrator. A building administrator who earns a *Developing* rating has one aspect much weaker than the other (either impact on the learning of students or professional behaviors), or is consistently moderate in both.

Ineffective – An *Ineffective* rating indicates consistently low performance by the building administrator. A building administrator who earns an *Ineffective* rating has a low or negative impact on the learning of students and exhibits low quality professional behaviors regarding school leadership and professional responsibilities.

Primary and Complementary Evaluators

The primary evaluator for most building administrators will be the superintendent or assistant superintendent, who will be responsible for leading the overall evaluation process, including assigning the Final Effectiveness Rating. Some LEAs may also decide to use complementary evaluators to help the primary evaluator complete the evaluation process.

Complementary evaluators for building administrators may include their peers. A single building administrator or a team of building administrators may be used to conduct site visits and provide feedback. Information compiled during the site visit can be submitted to the primary evaluator and contribute to the overall Final Effectiveness Rating.

Flexibility Factor

Evaluators

- Schools and LEAs have the flexibility to decide who will serve as the primary evaluator for building administrators.
- LEA policy or the local collective bargaining agreement may allow for the use of complementary evaluators.
- Schools and LEAs may also choose to select individuals based within or outside the school or district in which they serve as evaluators. The evaluator may be a single peer evaluator or a team of peer evaluators.

Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess performance. RIDE will continue to improve the Rhode Island Model based on feedback from the field and the Educator Advisory Committee, as well as from formal reviews of the data.

To support implementation of the Educator Evaluation System Standards, RIDE will do the following:

- Periodically monitor adherence to the Rhode Island Educator Evaluation System standards and fidelity of implementation of the evaluation process within schools and LEAs.
- Provide ongoing implementation support.
- Improve the model in future years based on student achievement and educator development data, state needs, and feedback from educators.

According to the Educator Evaluation System Standards LEAs will:

- Ensure that all evaluators receive comprehensive training and participate in calibration activities with colleagues, thus promoting demonstration of valid and accurate judgments.
- Provide ongoing training on the evaluation system to all educators.
- Collect and analyze evaluation data to identify individual and collective professional development needs and then provide opportunities for educators to participate in professional development that meets these needs.
- Provide intensive support for educators new to the profession, educators new to a certificate area, educators new to the LEA, and educators who do not meet expectations for educator quality.
- Identify the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions that result from each rating.
- Ensure that the LEA evaluation committee regularly reviews the system and engages in activities to maintain and improve the evaluation system, such as strategic planning, planning professional development, assuring adequate resources, analyzing data and recommending changes, and assessing fidelity of implementation.

Support and Development

Every school is unique, and support and development should 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, LEA, 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, site visits, and feedback to meet shared goals for student achievement.
- **Providing a reliable process** for building administrators to focus yearly practice and drive student learning.

Evaluation Conferences (Beginning/Middle/End)

The three evaluation conferences represent opportunities for honest, data-driven conversations focused on promoting continuous improvement.

Beginning-of-Year Conference: The building administrator and evaluator discuss the building administrator's past performance, Professional Growth Goal, SLOs, and the year ahead. When discussing the building administrator's SLOs it can help improve transparency by making sure the building administrator and evaluator have a common understanding of what it would look like for the SLO to be scored *Not Met, Nearly Met, Met, and Exceeded*.

Mid-Year Conference: The building administrator and evaluator discuss all aspects of the building administrator's performance to date. Discussions should address Professional Practice: Instructional Leadership, Professional Practice: Site Management, Professional Responsibilities, and student learning. In some cases, the Professional Growth Goal may be revised based on discussion between the building administrator and evaluator.

Building administrators should not have a need to revise their SLOs mid-year. If extenuating circumstances should occur, the building administrator should discuss the issues with their evaluator and together determine if additional support is needed or if the SLO should be revised.

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, especially if they indicate that a building administrator's impact on student learning is below expectations. Building administrators should already be aware of specific concerns through ongoing feedback and prior documentation so that they are not addressed for the first time at the conference. If the building

Flexibility Factor

Evaluation Conferences

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

administrator is struggling, and has not started a Performance Improvement Plan by the time of the Mid-Year Conference, this is an opportunity to craft an initial plan together.

End-of-Year Conference: Building administrator and evaluator review summative feedback on Professional Practice: Instructional Leadership, Professional Practice: Site Management, Professional Responsibilities and discuss SLO results. The building administrator and evaluator will also discuss progress toward the building administrator’s Professional Growth Goal and Performance Improvement Plan, if applicable. During or soon after the conference, the evaluator finalizes and shares the building administrator’s Final Effectiveness Rating for the school year.

Performance Improvement Plans

The goal of the Performance Improvement Plan is to ensure that building administrators who are in need of support receive it. A building administrator who has a Performance Improvement Plan works with an improvement team 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 LEA context.

Flexibility Factor

Performance Improvement Plans

An evaluator may put a building administrator on a Performance Improvement Plan at any time during the year if concerns arise.

Required Components of Performance Improvement Plan Requirements

Any building administrator who receives a Final Effectiveness Rating of *Developing* or *Ineffective* must have a Performance Improvement Plan the following year.

Performance Improvement Plans must:

- Include time-bound goals, action steps, and benchmarks.
- Identify action steps the building administrator will take to improve his or her practice.
- Clearly identify who is responsible for implementing each aspect of the plan.
- Plan for frequent check-ins with the evaluator or other support personnel.

The Educator Evaluation System Standards require LEAs 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 local policies.

RIDE will audit a percentage of building administrators who earned a rating of *Ineffective* or *Developing* within the duration of their certification. LEAs will be required to sign documentation attesting that a building administrator with a *Developing* or *Ineffective* rating successfully completed a Performance Improvement Plan.

Professional Practice: Instructional Leadership & Site Management

The Professional Practice Rubric (**Appendix 3**) represents the Rhode Island Model's definition of effective school leadership. 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 four domains.
- 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. All of these components are observable (e.g. building administrators participating in school and district activities, modeling high standards of professional behavior).
- The four Domains have been grouped into two categories. Domains 1 and 2 focus on Instructional Leadership and will receive a combined score. Domains 3 and 4 focus on Site Management and will also receive a combined score.

Professional Practice Rubric Components			
Instructional Leadership		Site Management	
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> <p>1B: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</p> <p>1C: Models strong leadership qualities and exhibits actions that reflect the values of the district</p>	<p>2A: Develops a strong, collaborative culture focused on student learning and the development of professional competencies which leads to quality instruction</p> <p>2B: Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</p> <p>2C: Implements appropriate school strategies and practices of assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals</p>	<p>3A: Ensures the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment</p> <p>3B: Establishes and maintains effective human resources management through selection, induction, and support of personnel</p> <p>3C: Employs and improves an evaluation and support system that drives staff and student growth</p> <p>3D: Establishes an infrastructure for finance that operates in support of improving learning and teaching</p>	<p>4A: Ensures the success of each student by collaborating with families and community members, contributing to community interests and needs, and maximizing opportunities through the sharing of resources</p>

Assessing Professional Practice

The Professional Practice rubric is scored holistically at the end of the school year, based on evidence collected during the entire school year. All of the components on both rubrics can be seen in action, and evaluators should maintain notes that serve as evidence of the components.

Conducting a site visit can vary considerably from the traditional classroom observation. An evaluator could observe a building administrator during activities such as staff meetings, student group sessions, or professional development sessions. The goal is to see the building administrator in an authentic situation that is part of their role.

The basic requirements for conducting site visits include:

- At least one announced site visit, and at least two unannounced for a minimum of three
- Written feedback after each site visit

Feedback

Written feedback aligned to the Professional Practice and Responsibilities rubrics must be given to building administrators at least three times each year. The written feedback must align with a specific site visit, but may also include evidence of the building administrator's performance from other interactions.

High-quality feedback helps building administrators improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback should be prioritized, specific, actionable, delivered with a supportive tone, and it should be provided to the building administrator as soon after the site visit as possible.

Additional resources to help evaluators provide high-quality feedback, including a written feedback review tool, can be found on the RIDE website at: www.ride.ri.gov/EdEval-Best-Practices-Resources.



Flexibility Factor

Assessing Professional Practice

- A one-week window for an announced site visit is required, but evaluators may choose to narrow down a timeframe within that week. Because schools and LEAs have some flexibility with scheduling announced site visits, building administrators and evaluators should be clear about what is expected at the local level.
- Schools and districts can choose to provide “formative scores” at the mid-year for Professional Practice and Responsibilities components. On the Mid-Year Conference form in EEM there is an option to provide a formative score for one or more of the components. A formative score provided at the mid-year does not have to match the score provided at the end-of-year.

Professional Responsibilities

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 Responsibilities Rubric. More specifically:

- The Building Administrator Professional Responsibilities Rubric is aligned with the Rhode Island Educational Leadership Standards and the Rhode Island Code of Professional Responsibility.
- The Building Administrator Professional Responsibilities Rubric includes seven components organized into two domains.
- The Building Administrator Professional Responsibilities Rubric is a holistic scoring tool, not an observation or conference tool.
- Building administrators will be rated on Professional Responsibilities as *Exceeds Expectation*, *Meets Expectations*, or *Does Not Meet Expectations*.

Professional Responsibilities Rubric Components		
Domain 1: School Responsibilities and Communication	Domain 2: Professionalism	Domain 3: Professional Growth
<p>PR1: Understand and participates in school/district-based initiatives and activities</p> <p>PR2: Solicits and maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p>	<p>PR3: Acts on the belief that all students can learn and advocates for students' best interests</p> <p>PR4: 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> <p>PR5: Acts ethically and with integrity following all school, district, and state policies</p>	<p>PR6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning</p> <p>PR7: Writes and implements a professional growth goal that addresses personal, school, or district needs and aims at improving administrator practice</p>

Professional Growth Goals

All building administrators must create a Professional Growth Goal at the beginning of the year. The evaluator will score the goal at the end of the year using the Professional Responsibilities Rubric (PR 7). This goal must focus the building administrator's professional development throughout the year.

Professional Growth Goal Requirements:

An approvable Professional Growth Goal should:

- Be informed by school, district, or educator data.
- Address a school, LEA, or personal goal.
- Align with the Building Administrator Professional Practice and/or Administrator Professional Responsibilities Rubric.
- Be specific, measurable, and actionable.
- Include specific action steps.
- Identify how goal attainment will be measured.
- Be discussed and finalized during or directly after the Beginning-of-Year Conference.

Adjusting a Professional Growth Goal Mid-Year

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 Goal and make adjustments if necessary. If the goal is achieved before the end of the year or if planned activities are not possible, the building administrator and evaluator may decide to revise the Professional Growth Goal.

Flexibility Factor

Assessing Professional Responsibilities

- Schools and LEAs have the flexibility to determine the evidence that will be used for the Professional Responsibilities components. RIDE recommends assessing components in action whenever possible.
- Schools and districts can choose to provide "formative scores" at the mid-year for Professional Practice and Responsibilities components. On the Mid-Year Conference form in EEM there is an option to provide a formative score for one or more of the components. A formative score provided at the mid-year does not have to match the score provided at the end-of-year.

Measures of Student Learning

Improving student learning is at the center of all our work and measuring student learning is a critical part of the building administrator evaluation process. All building administrators will have Student Learning Objectives (SLOs) as a measure of their impact on student learning, and some building administrators, depending on the grade-span of the school, may also use the Rhode Island Growth Model (RIGM).

Measures of student learning are included in building administrator evaluations because:

- Student learning measures, when combined with Professional Practice and Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for building administrators.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.
- Student learning is a critical indicator of building administrator effectiveness.

Student Learning Objectives

An SLO measures a building administrator's impact on student learning through demonstrated progress toward academic goals. The SLO process is student-centered and curriculum focused. It recognizes the impact building administrators have in their schools, is based on research, and supports best-practices like prioritizing the most important standards, implementing curriculum, and planning assessments.

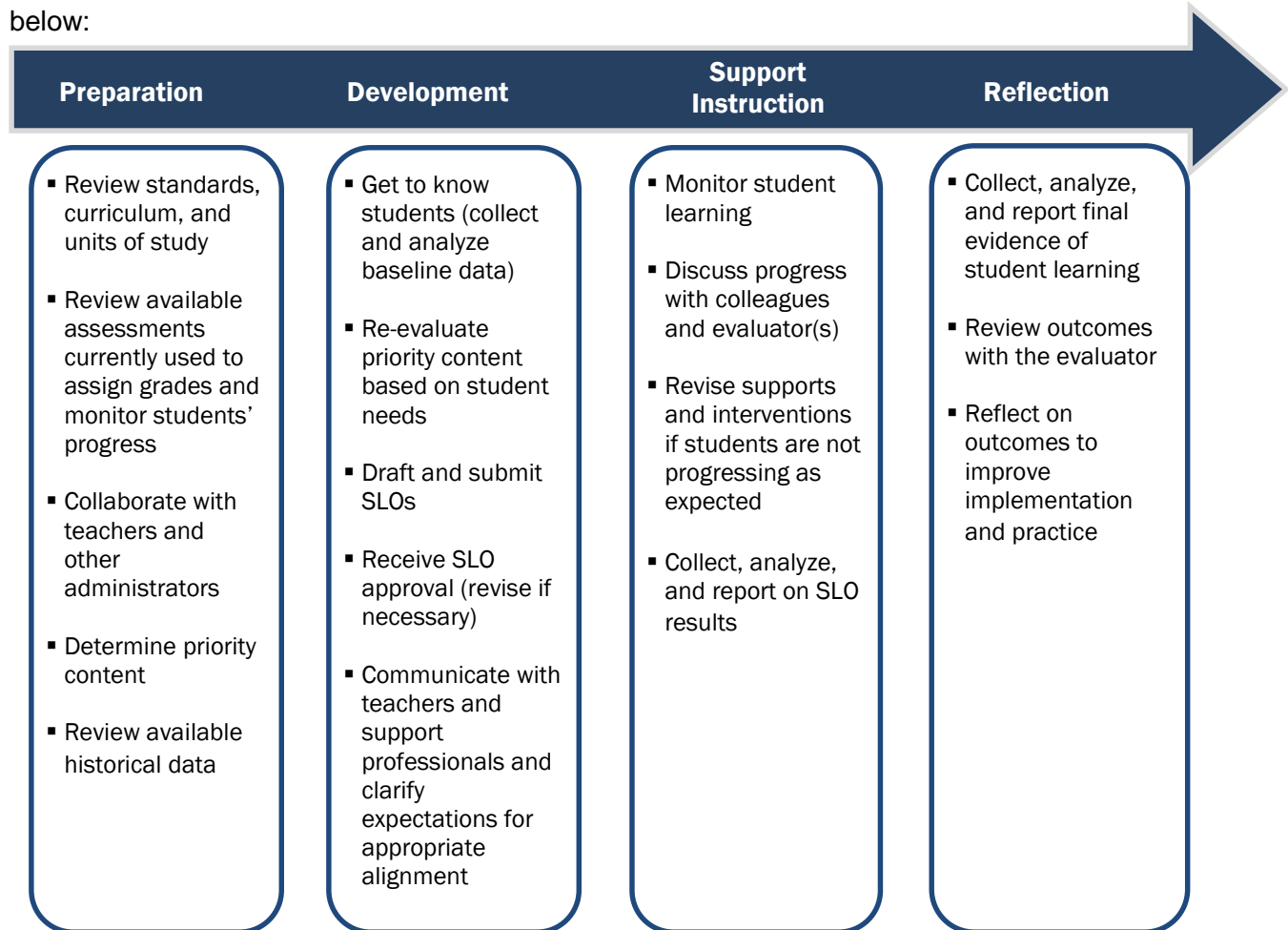
Additionally:

- **The SLO process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for building administrators to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all building administrators across the state.
- **SLOs utilize the assessment process building administrators think are best for their specific purposes.** They require building administrators to identify the most important learning that occurs within their school, learning which should be measured by a high-quality assessment strategy. When done well, SLOs should include assessments that require students to produce high-quality evidence of their learning. However, the primary purpose of that assessment should be to measure what the students are learning. **No assessment should be used just to collect evidence for an SLO.**

The Student Learning Objective Process

Building administrators should, wherever possible, work collaboratively with teachers, their leadership team, central office leadership, and other building administrators (when appropriate) to develop SLOs. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors the planning, instruction, and assessment cycle as described in the chart below:



The Anatomy of a Student Learning Objective

The SLO Form is designed to elicit answers to three essential questions:

- 1. What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?**
- 2. Where are my students now (at the beginning of instruction) with respect to the objective?**
- 3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?**

Anatomy of a Student Learning Objective (Form)

<p>Title – A short name for the SLO</p> <p>Content Area – The content area(s) to which this SLO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number and grade/class of students to whom this SLO applies</p> <p>Interval of Instruction – The length of the course (e.g., year, semester, quarter)</p>		
Main Criteria	Element	Description
<p>Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ Identifies the priority content and learning that is expected during the interval of instruction ▪ Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured. ▪ If attained, positions students to be ready for the next level of work in this content area
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	Baseline Data/ Information	<ul style="list-style-type: none"> ▪ Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describes where the building administrator expects all students to be at the end of the interval of instruction ▪ Should be measurable and rigorous, yet attainable for the interval of instruction. ▪ In most cases, should be tiered to reflect students' differing baselines
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students ▪ Rationale should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective ▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) ▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

Number and Scope of Student Learning Objectives

Building administrators and evaluators should work together to determine how many SLOs are appropriate for their role. The minimum number of SLOs a building administrator may set is two. Building administrators should discuss their rationale for selecting the focus of their SLOs with their evaluators at the beginning of the school year.

Students

Building administrator SLOs may include all of the students in the school or focus on subgroups of students (e.g., specific grade level, course). An individual SLO that is focused on a subgroup must include all students in that subgroup with which the objective is aligned. An example for a middle school principal is below:

Algebra I			Writing		
Section A	Section B	Section C	6 th Grade	7 th Grade	8 th Grade
Algebra I SLO includes <u>all students in all three sections</u>			Writing SLO includes <u>all students in all 3 grades</u>		

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the building administrator’s SLO.** In addition, building administrators may not include absenteeism clauses into SLOs (e.g. “for students who are present 80% of the time) because these potentially exclude students. However, an evaluator can take extreme absenteeism into account when scoring the SLO.

Setting tiered targets according to students’ starting points, whether it is measuring mastery or progress, is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make 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, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction and supports, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where students are at the beginning of instruction. There are many ways that building administrators understand their students’ starting points at the beginning of the year. When determining which baseline data are available and how they might be used, consider the following:

- Student data or information from prior years in many cases can be used to inform the building administrator’s understanding of students’ starting points.

- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course.
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

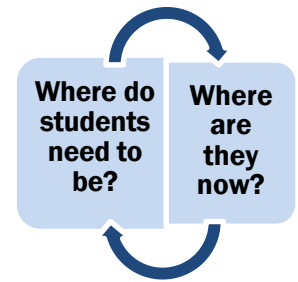
The primary function of baseline data for an SLO is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Building administrators should work with teachers to gather information that helps them understand how prepared students are to access material.

For more resources and best practices on gathering baseline data/information, see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



Rigor of Target

When setting the target(s) for an SLO, the building administrator should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement), and where students are with respect to the objective statement (baseline data).



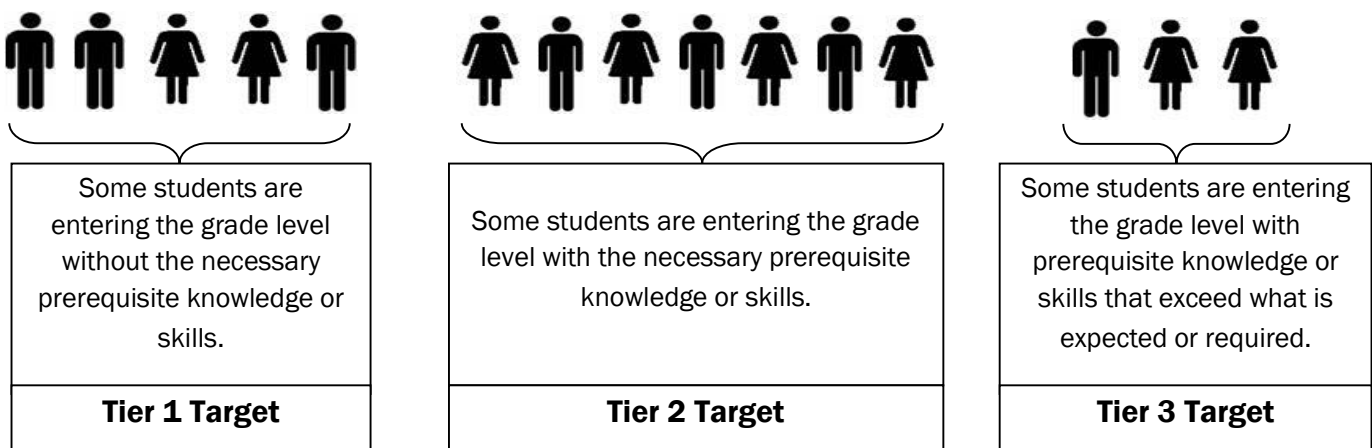
While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.

However, it is also important to consider the support a student or groups of students receive. For example, a student may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the student will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The need for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Building administrators who collaborate on SLOs should also confer about targets; however the targets for each individual building administrator must reflect the actual students in their school.

More detailed information about SLO target setting, including the online module *Using Baseline Data and Information to Set SLO Targets*, is available on the RIDE website at www.ride.ri.gov/EdEval-OnlineModules.



Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. **In Rhode Island, a variety of summative assessments may be used as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination.** Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. Building administrators should also coordinate with teachers to use existing sources of evidence. This ensures that students across the school or district in each course are required to demonstrate their understanding in the same way. It also presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers, building administrators, and evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, “Is this evidence source *aligned* to what is being measured?” Alignment of evidence source refers to:

- **Content** (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., SLO addresses a variety of DOK¹ levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be

The Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they’ve read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they’ve read.

¹ 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.

problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement. Consider the following example:

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. The evidence source(s) should be as authentic as possible without being impractical to administer and score.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at: www.ride.ri.gov/CAS.



RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**

Educators can access the Assessment Toolkit on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent 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 Rubric

High Quality	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use ▪ Assessment measures what is intended ▪ Items represent a variety of DOK levels ▪ Assessment includes a sufficient number of items to reliably assess content ▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item ▪ Assessment is grade level appropriate and aligned to the curriculum ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process
Moderate Quality	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use ▪ Assessment mostly measures what is intended ▪ Items represent more than one level of DOK ▪ Assessment includes a sufficient number of items to reliably assess most content ▪ Assessment is grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
Low Quality	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use ▪ Assessment does not measure what is intended ▪ Items represent only one level of DOK ▪ Assessment includes an insufficient number of items to reliably assess most content ▪ Assessment is not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

English Language Learners & Students with Disabilities

English Language Learners and students with disabilities should be included in building administrator's SLOs. Building administrators may also set SLO(s) for a subgroup such as English Language Learners or students with disabilities.

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 building administrators should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

For more information on WIDA growth charts, download the Growth Report User Guide here: <https://www.wida.us/get.aspx?id=694>

To access the CAN-DO descriptors, visit: https://www.wida.us/standards/CAN_DOs/



SLOs for students with disabilities should be based upon Common Core standards or other appropriate 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 SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a building administrator's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform SLOs if the focus is in content areas of English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.

Building administrators should tier their targets based on various baseline data/information to ensure the targets are rigorous, yet attainable for all students included. There is no maximum amount of tiers an educator can create for a set of students. Special educators, general educators, and building administrators should collaborate when setting targets for students with disabilities.

Approving Student Learning Objectives

In order for an SLO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Some SLOs will be approvable upon submission, while others will require revisions. An SLO Quality Review Tool has been developed to further clarify expectations and help building administrators and evaluators determine if an SLO is acceptable or needs revision. The SLO Quality Review Tool is available on the RIDE website at: www.ride.ri.gov/EdEval-Best-Practices-Resources.



Reviewing Student Learning Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for building administrators to review and discuss their students' learning progress with their evaluators. Building administrators and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the building administrator, relevant teachers, and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

Building administrators should not have a need to revise their SLOs mid-year. If extenuating circumstances should occur, the building administrator should discuss the issues with their evaluator and together determine if additional support is needed or if the SLO should be revised.

Scoring Student Learning Objectives

The process for scoring SLOs begins with a review of the available evidence submitted by the building administrator, including a summary of the results. Evaluators will score each individual SLO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

<p>Exceeded</p>	<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 an SLO 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).
<p>Met</p>	<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).
<p>Nearly Met</p>	<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 short of the level of attainment established by the target(s).
<p>Not Met</p>	<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 SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Additional Student Learning Objective Scoring Guidance

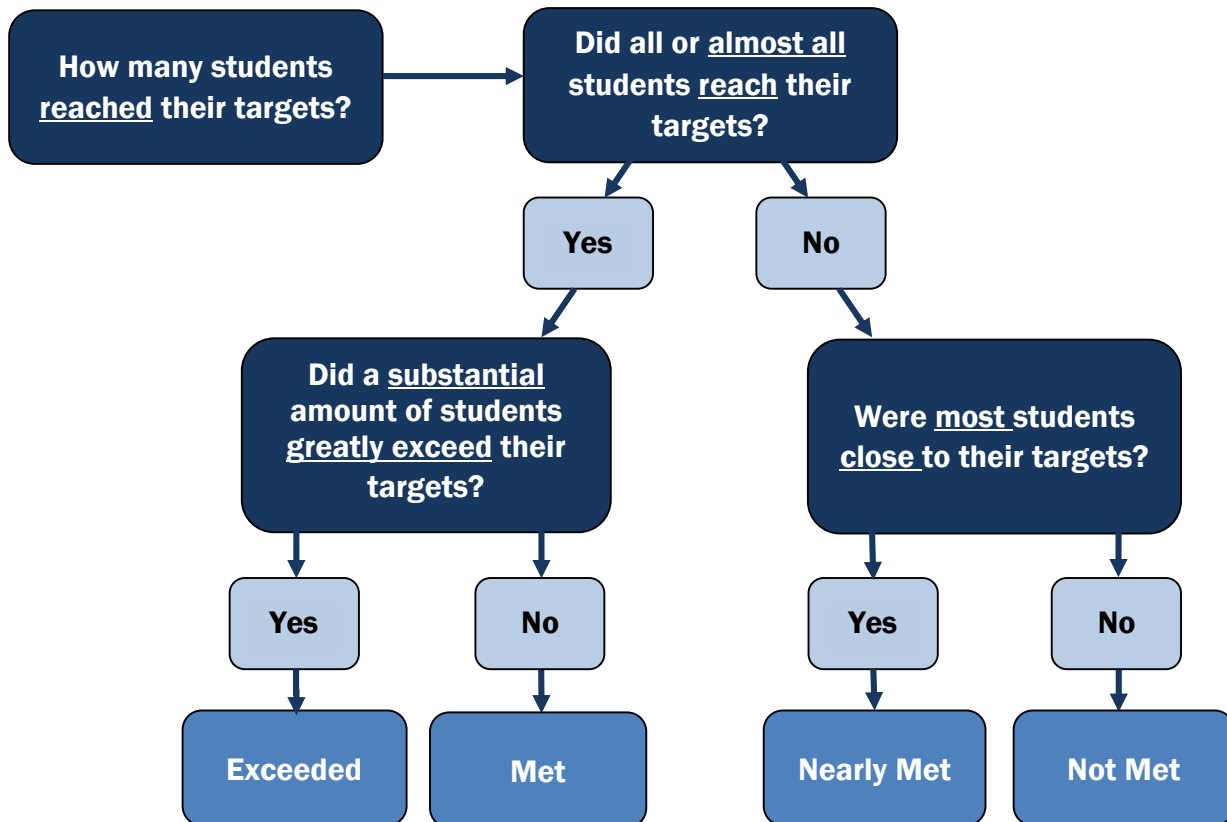
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> • <70% of students met their target 	<ul style="list-style-type: none"> • 70-89% of students met their target 	<ul style="list-style-type: none"> • At least 90% of students met their target 	<ul style="list-style-type: none"> • At least 90% of students met their target AND • 25% of students exceeded their target

NOTE: The additional SLO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively. For example, LEAs may want to create specific guidance for scoring SLOs that represent a small number of students.

Student Learning Objective Scoring Process Map

The SLO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, 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 Statewide Assessments. Academic peers are students who have scored similarly on Statewide Assessments in the past. 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.

In the past, RIGM scores were based on NECAP assessments and were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. Although, these scores did not factor into the Final Effectiveness Rating, they were released so they could be used for self-reflection and to improve teaching and learning.

Looking ahead, RIGM scores will be based on PARCC assessments beginning in 2015-16 and may be expanded to the high school level. We anticipate that median student growth percentiles based on the PARCC assessments will be included in educator evaluations beginning in 2016-17.

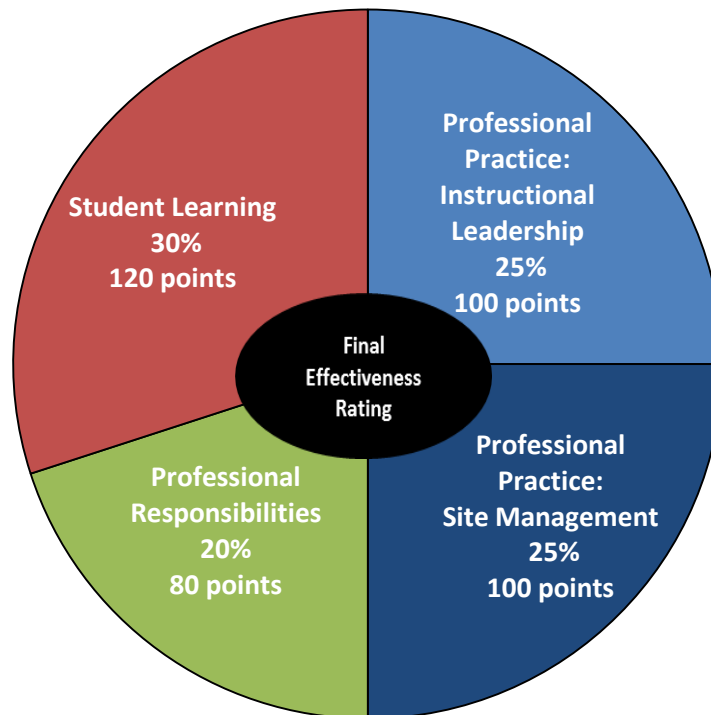
Resources on the Rhode Island Growth Model can be accessed on the RIDE website at: www.ride.ri.gov/RIGM.



Calculating a Final Effectiveness Rating

The Final Effectiveness Rating is determined by combining the points from each of the four criteria of the model. The total number of points possible is 400 with Professional Practice: Instructional Leadership weighing 25%, Professional Practice: Site Management weighing 25%, Professional Responsibilities weighing 20% and Student Learning weighing 30%.

Components of a Final Effectiveness Rating in Points



The overall point value is then converted to one of four Final Effectiveness Ratings:

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

The following section explains how to calculate the final effectiveness rating.

Step 1 – Calculate a Professional Practice: Instructional Leadership Score

- 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: Instructional Leadership 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 based on the preponderance of evidence. Each performance level has an assigned numerical point value.
- The scores for each of the six components of Domain 1: Mission, Vision, and Goals and Domain 2: Teaching and Learning will be added together to get a total score for Instructional Leadership. An example is shown on the right.
- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (6) and then multiplying by the measure’s weight times 100 ($25\% \times 100 = 25$). The lookup table below shows the conversion between the component sum and weighted points. In the example on the right, the teacher would earn 79 weighted points for Professional Practice: Instructional Leadership.

Component	Score
1a	4
1b	3
1c	3
2a	3
2b	4
2c	2
COMPONENT SUM	19

Instructional Leadership 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
24	4.00	100
23	3.83	96
22	3.67	92
21	3.50	88
20	3.33	83
19	3.12	79
18	3.00	75
17	2.83	71
16	2.67	67
15	2.50	63
14	2.33	58
13	2.17	54
12	2.00	50
11	1.83	46
10	1.67	42
9	1.50	38
8	1.33	33
7	1.17	29
6	1.00	25

Step 2 – Calculate a Professional Practice: Site Management Score

- 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: Site Management 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 five components of Domain 3: Organizational Systems and Domain 4: Community will be added together to get a total score for Site Management. An example is shown on the right.
- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (5) and then multiplying by the measure’s weight times 100 (25% x 100 = 25). The lookup table below shows the conversion between the component sum and weighted points. In the example above, the teacher would earn 75 weighted points for Professional Practice: Site Management.

Component	Score
3a	3
3b	3
3c	2
3d	3
4a	4
COMPONENT SUM	15

Site Management 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
20	4.00	100
19	3.80	95
18	3.60	90
17	3.40	85
16	3.20	80
15	3.00	75
14	2.80	70
13	2.60	65
12	2.40	60
11	2.20	55
10	2.00	50
9	1.80	45
8	1.60	40
7	1.40	35
6	1.20	30
5	1.00	25

Step 3 – Calculate a Professional Responsibilities Score.

- 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 Responsibilities 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 seven components will be added together to get a total Building Administrator Professional Responsibilities Rubric score (total will be between 7 and 28).
- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (7) and then multiplying by the measure’s weight times (20% x 100 = 20). For example, a teacher with a component sum of 23 would earn 66 weighted points for Professional Responsibilities.

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	Points	Weighted Points
28	4.00	80
27	3.86	77
26	3.71	74
25	3.57	71
24	3.43	69
23	3.29	66
22	3.14	63
21	3.00	60
20	2.86	57
19	2.71	54
18	2.57	51
17	2.43	49
16	2.29	46
15	2.14	43
14	2.00	40
13	1.86	37
12	1.71	34
11	1.57	31
10	1.43	29
9	1.29	26
8	1.14	23
7	1.00	20

Step 4 – Calculate a Student Learning Score.

- Evaluators score each individual SLO/SOO as *Exceeded (4), Met (3), Nearly Met (2), or Did Not Meet (1)*. The SLO/SOO Scoring Process Map on page 30 outlines the specific steps an evaluator should take to determine SLO/SOO scores. Once individual SLOs/SOOs are scored, the number of points earned (1-4) on each SLO is added together to calculate a component sum. The component sum is then

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

divided by the number of SLOs/SOOs and multiplied by the weight of 30 to get a total number of points. For example, two ratings of Met would receive 90 weighted points.

Step 5 – Calculate the total number of points earned.

- The total number of points from Professional Practice: Instructional Leadership, Professional Practice: Site Management, Professional Responsibilities, and Student Learning will added together to determine a sum of the total number of points out of a possible 400 points.

Measures	Weighted Points
Professional Practice: Instructional Leadership	79
Professional Practice: Site Management	75
Professional Responsibilities	66
Student Learning	90
Total	310

Step 6 – Determine the final effectiveness rating.

- The final effectiveness rating will be calculated using the following lookup table to determine one of four possible ratings.

Final Effectiveness Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

Appendix 1: Lookup Tables to Calculate the Final Effectiveness Rating

Instructional Leadership 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
24	4.00	100
23	3.83	96
22	3.67	92
21	3.50	88
20	3.33	83
19	3.12	79
18	3.00	75
17	2.83	71
16	2.67	67
15	2.50	63
14	2.33	58
13	2.17	54
12	2.00	50
11	1.83	46
10	1.67	42
9	1.50	38
8	1.33	33
7	1.17	29
6	1.00	25

Site Management 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
20	4.00	100
19	3.80	95
18	3.60	90
17	3.40	85
16	3.20	80
15	3.00	75
14	2.80	70
13	2.60	65
12	2.40	60
11	2.20	55
10	2.00	50
9	1.80	45
8	1.60	40
7	1.40	35
6	1.20	30
5	1.00	25

Student Learning 30% of 400 points 120 points total		
SLO Combination	Points	Weighted Points
Exceeded (4)	4.0	120
Exceeded (4)		
Exceeded (4)	3.5	105
Met (3)		
Met (3)	3.0	90
Met (3)		
Exceeded (4)	3.0	90
Nearly Met (2)		
Met (3)	2.5	75
Nearly Met (2)		
Exceeded (4)	2.5	75
Not Met (1)		
Nearly Met (2)	2.0	60
Nearly (2)		
Met (3)	2.0	60
Not Met (1)		
Nearly Met (2)	1.5	45
Not Met (1)		
Not Met (1)	1.0	30
Not Met (1)		

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	Points	Weighted Points
28	4.00	80
27	3.86	77
26	3.71	74
25	3.57	71
24	3.43	69
23	3.29	66
22	3.14	63
21	3.00	60
20	2.86	57
19	2.71	54
18	2.57	51
17	2.43	49
16	2.29	46
15	2.14	43
14	2.00	40
13	1.86	37
12	1.71	34
11	1.57	31
10	1.43	29
9	1.29	26
8	1.14	23
7	1.00	20

Final Effectiveness Rating Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

Appendix 2: Student Learning Lookup Tables

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

Student Learning – 3 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4), Exceeded (4)	12	4.00	120
Exceeded (4), Exceeded (4), Met (3)	11	3.67	110
Exceeded (4), Met (3), Met (3)	10	3.33	100
Exceeded (4), Exceeded (4), Nearly Met (2)	10	3.33	100
Met (3), Met (3), Met (3)	9	3.00	90
Exceeded (4), Met (3), Nearly Met (2)	9	3.00	90
Exceeded (4), Exceeded (4), Not Met (1)	9	3.00	90
Met (3), Met (3), Nearly Met (2)	8	2.67	80
Exceeded (4), Met (3), Not Met (1)	8	2.67	80
Exceeded (4), Nearly Met (2), Nearly Met (2)	8	2.67	80
Met (3), Met (3), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Nearly Met (2)	7	2.33	70
Exceeded (4), Nearly Met (2), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2)	6	2.00	60
Exceeded (4), Not Met (1), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Not Met (1)	5	1.67	50
Met (3), Not Met (1), Not Met (1)	4	1.67	50
Nearly Met (2), Not Met (1), Not Met (1)	4	1.33	40
Not Met (1), Not Met (1), Not Met (1)	3	1.00	30

Student Learning – 4 SLOs

30% of 400 points

120 points total

SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4), Exceeded (4), Exceeded (4)	16	4.00	120
Exceeded (4), Exceeded (4), Exceeded (4), Met (3)	15	3.75	113
Exceeded (4), Exceeded (4), Exceeded (4), Nearly Met (2)	14	3.50	105
Exceeded (4), Exceeded (4), Met (3), Met (3)	14	3.50	105
Exceeded (4), Exceeded (4), Exceeded(4), Not Met (1)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Nearly Met (2)	13	3.25	98
Exceeded (4), Met (3), Met (3), Met (3)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Not Met (1)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Nearly Met (2)	12	3.00	90
Exceeded (4), Met (3), Met (3), Nearly Met (2)	12	3.00	90
Met (3), Met (3), Met (3), Met (3)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Met (3), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Nearly Met (2), Nearly Met (2)	11	2.75	83
Met (3), Met (3), Met (3), Nearly Met (2)	11	2.75	83
Exceeded (4), Exceeded (4), Not Met (1), Not Met (1)	10	2.50	75
Exceeded (4), Met (3), Nearly Met (2), Not Met (1)	10	2.50	75
Exceeded (4), Nearly Met (2), Nearly Met (2), Nearly Met (2)	10	2.50	75
Met (3), Met (3), Met (3), Not Met (1)	10	2.50	75
Met (3), Met (3), Nearly Met (2), Nearly Met (2)	10	2.50	75
Exceeded (4), Met (3), Not Met (1), Not Met (1)	9	2.25	68
Exceeded (4), Nearly Met (2), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Met(3), Nearly Met (2), Not Met(1)	9	2.25	68
Met (3), Nearly Met (2), Nearly Met (2), Nearly Met (2)	9	2.25	68
Exceeded (4), Nearly Met (2), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Met(3), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Nearly Met(2), Nearly Met (2), Not Met (1)	8	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2), Nearly Met (2)	8	2.00	60
Exceeded (4), Not Met (1), Not Met (1), Not Met (1)	7	1.75	53
Met (3), Nearly Met(2), Not Met (1), Not Met (1)	7	1.75	53
Nearly Met (2), Nearly Met (2), Nearly Met (2), Not Met (1)	7	1.75	53
Met (3), Not Met(1), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Nearly Met (2), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Not Met (1), Not Met (1), Not Met (1)	5	1.25	38
Not Met (1), Not Met (1), Not Met (1), Not Met (1)	4	1.00	30

Appendix 3: 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>IA: Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators, and stakeholders</p> <p>IB: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</p> <p>IC: Models strong leadership qualities and exhibits actions that reflect the values of the district</p>	<p>2A: Develops a strong, collaborative culture focused on student learning and the development of professional competencies which leads to quality instruction</p> <p>2B: Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</p> <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>	<p>3A: Ensures the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment</p> <p>3B: Establishes and maintains effective human resources management through selection, induction, and support of personnel</p> <p>3C: Employs and improves an evaluation and support system that drives staff and student growth</p> <p>3D: Establishes an infrastructure for finance that operates in support of improving learning and teaching</p>	<p>4A: Ensures the success of each student by collaborating with families and community members, contributing to community interests and needs, and maximizing opportunities through the sharing of resources</p>

DOMAIN 1: MISSION, VISION, AND GOALS

Component 1A: Establishes and maintains a school mission, vision, and goals that set clear and measureable 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 to guide daily decision making. Excellent building administrators gather support for the mission and vision by including a broad spectrum of stakeholders when defining the mission, vision, and goals that will measure success for the school. Truly exemplary administrators cultivate an environment where the mission and vision are understood by all, are frequently cited when making decisions, and progress toward school goals is the common measure for school success.

Indicators include:

- School goals that reflect high expectations for all students, staff and community members
- Mission and vision that 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	<p>The administrator establishes and maintains a school mission, vision, and goals. They are aligned with district priorities and based on analysis of multiple information sources. The mission, vision, and goals are established in collaboration with staff and community. The mission, vision, and goals drive all decisions regarding teaching and learning. The administrator sets high expectations for all students and educators based on the mission, vision, and goals. These expectations are clear and measurable.</p>	<ul style="list-style-type: none"> ▪ Members of the school community actively implement the mission, vision, and goals of the school. Members use them to make classroom decisions. ▪ The administrator continuously reviews the school mission, vision, and goals, uses them to inform all decisions. ▪ The building administrator solicits feedback from the community, staff, and students about the status of goals, as well as the school vision and mission. The administrator incorporates feedback in revisions and updates. ▪ Programs and instructional decisions are made based on the mission, vision, and goals for the school. 	<ul style="list-style-type: none"> ▪ School report night is well attended by all stakeholders. Current progress data and plans for improvement are discussed. ▪ Teachers and students embrace the mission, vision, and goals. Classroom instruction indicates they are at the core of all aspects of the school experience. ▪ The administrator consistently communicates in a variety of ways that the school’s most important mission is student learning. ▪ The administrator actively recruits and trains members for the School Improvement Team, empowering them to continuously review and refine the mission and vision. ▪ The administrator ensures families are aware of the mission and vision of the school by actively engaging them through a blog or other dynamic means.
3	<p>The administrator establishes and maintains a school mission, vision, and goals. They are aligned with district priorities and based on analysis of information sources. The mission, vision, and goals are established in collaboration with staff. The mission, vision, and goals drive decisions regarding teaching and learning. The administrator sets high expectations for all students and educators based on the mission, vision, and goals. These expectations are clear and measurable.</p>	<ul style="list-style-type: none"> ▪ Mission, vision, and goals are established by using multiple sources of evidence. ▪ The administrator sets clear and measurable goals for both students and educators. ▪ Staff are involved in establishing and reviewing the mission, vision, and goals, using them to drive to decisions. ▪ Expectations for staff and students are high and based on the established mission, vision, and goals. 	<ul style="list-style-type: none"> ▪ When asked about the mission of the school, educators can cite it and explain its significance. ▪ The SIP is up to date, supported by data, and used to make most decisions. ▪ The administrator selects one extracurricular program over another because it fits better with the school mission. ▪ Staff can articulate how the established goals will help to narrow the achievement gap for various student subgroups.
2	<p>The administrator establishes a school mission, vision, and goals, but is inconsistent in maintaining them. The mission, vision, and goals drive some decisions regarding teaching and learning. The administrator sets high expectations for some students and educators based on the mission, vision, and goals. These expectations are clear and measurable.</p>	<ul style="list-style-type: none"> ▪ The administrator establishes school mission, vision, and goals poorly aligned to district priorities. They are based on analysis of limited information sources. ▪ The administrator sets expectations for students and educators that are too low, unclear, or difficult to measure. ▪ Staff and other stakeholders have limited involvement in developing and assessing the school’s mission, vision, goals, and 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 school goals focus on overall proficiency rates and not about gap-closing. ▪ Staff and stakeholders report that progress toward school goals is reported at a school accountability meeting. However, the data are incomplete, unclear, or not discussed.
1	<p>The administrator does not establish or maintain school mission, vision, and goals. The mission, vision, and goals do not drive decisions regarding teaching and learning. The administrator does not set clear and measurable expectations for students and educators.</p>	<ul style="list-style-type: none"> ▪ The administrator either fails to establish or maintain a school mission, vision, and goals. ▪ The administrator may establish a school mission or vision, but makes decisions that conflict with them. ▪ Goals reflect low expectations or are unaligned to the mission and vision. ▪ Staff and other stakeholders are uninvolved in developing and assessing the school mission, vision, and goals. 	<ul style="list-style-type: none"> ▪ The administrator sets goals that do not put all students on track to become proficient by graduation. ▪ Community members and staff report a lack of clarity around the school’s vision. ▪ The goal setting process is reactive or does not specifically focus on the needs of students.

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.

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	The administrator and staff implement a continuous cycle of program evaluation for the school. The administrator engages all stakeholder groups in the use of data to plan, prioritize, and manage change consistent with the mission, vision and goals. Instructional programs and resources are consistently monitored through the use of various forms of data to assess their effectiveness and impact on student learning. Data analysis influences program adjustments.	<ul style="list-style-type: none"> ▪ The administrator effectively anticipates opportunities for systematization. They develop or select appropriate tools to implement and monitor such systems and processes before they are needed. ▪ The administrator accurately identifies appropriate stakeholders and effectively engages them in ongoing processes of change and improvement. ▪ The administrator measures and documents progress over time. They initiate changes when systems or processes are ineffective. ▪ Disaggregated data are continuously monitored and analyzed to inform planning, allocating resources, and managing instruction. 	<ul style="list-style-type: none"> ▪ Stakeholder committees autonomously manage projects or initiatives designed to meet school goals. ▪ Change is clearly evidence-driven and ongoing, and staff members can cite the rationale for change. ▪ The administrator empowers the school community to create programs that address the needs of student subgroups based on available data. Programs include monitoring and evaluation as part of the process. They are regularly adjusted or refined based on new information. ▪ The administrator trains the staff to understand the data points, so staff can effectively engage in the conversation. ▪ The administrator establishes a data team who shares findings and provides professional development to others.
3	The administrator and staff implement a cycle of program evaluation for the school. The administrator engages stakeholder groups in the use of data to plan, prioritize, and manage change consistent with the mission, vision and goals. Instructional programs and resources are monitored through the use of data to assess their effectiveness and impact on student learning.	<ul style="list-style-type: none"> ▪ The administrator identifies opportunities for systematization. They develop or select appropriate tools to implement and monitor such systems and processes. ▪ The administrator identifies appropriate stakeholders and engages them in the ongoing processes of change and improvement. ▪ The administrator can identify when systems or processes are ineffective and enact alternative courses of action. ▪ Disaggregated data are monitored and analyzed to inform planning, allocating resources, and managing instruction. 	<ul style="list-style-type: none"> ▪ Essential data points are available when needed and are consistently accurate. ▪ The administrator leads or oversees stakeholder committees tasked with projects or initiatives designed to meet school goals. ▪ Staff members can cite rationale for change. ▪ The administrator has created a process to monitor and evaluate programs.
2	The administrator and staff implement a cycle of program evaluation for the school, but are inconsistent in following it. The administrator sometimes engages stakeholder groups in the use of data to plan, prioritize, and manage change consistent with the mission, vision and goals. Instructional programs and resources are sometimes monitored through the use of data to assess their effectiveness and impact on student learning.	<ul style="list-style-type: none"> ▪ The administrator occasionally identifies opportunities for systematization. ▪ The administrator seeks assistance to develop or select appropriate tools to implement and monitor new systems and processes. ▪ The administrator identifies appropriate stakeholders but may struggle to effectively engage them in the ongoing processes of change and improvement. 	<ul style="list-style-type: none"> ▪ Some data points are inconsistently available when needed or are inconsistently accurate. ▪ The administrator personally oversees all projects related to change. ▪ Staff members struggle to cite rationale for change, or only some can cite rationale for change. ▪ There is no timeline containing specific benchmarks for goals. There no indication of who is responsible for monitoring the goal.
1	The administrator and staff implement a cycle of program evaluation for the school, but rarely follow it. The administrator does not engage stakeholder groups in the use of data. Instructional programs and resources are not monitored through the use of data to assess their effectiveness and impact on student learning.	<ul style="list-style-type: none"> ▪ The 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 points are not available or accurate. ▪ Staff members are unclear about change processes. They report limited input into decision making. ▪ Neither the administrator nor staff can cite rationale for change. ▪ Data are collected, but there is little or no evidence of how it is used. ▪ Data collected is irrelevant. ▪ Staff view data collection as a waste of time.

DOMAIN 1: MISSION, VISION, AND GOALS

COMPONENT 1C: Models strong leadership qualities and exhibits actions that reflect the values of the district

In order to meet the mission, vision, and goals of a school, a successful administrator utilizes a range of leadership skills. These include: strong communication, effective decision making, motivating and empowering staff, mediating crises, and adapting to changing circumstances. Excellent school leaders employ these skills in all actions and interactions each day. Great leaders model these skills and traits so that staff are able to display the same qualities and collaborate to meet the school mission, vision, and goals.

Indicators include:

- Strong professional judgment
- Effective communicator
- Crisis management
- Effectively leads staff

Component 1C: Models strong leadership qualities and exhibits actions that reflect the values of the district

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator consistently demonstrates leadership skills in all actions and interactions. The administrator demonstrates strong, effective professional judgment and decision making. The administrator is an active listener who communicates effectively with all stakeholders. The administrator motivates and empowers staff to take responsibility for the mission, vision, and goals. The administrator mediates situations and responds to crises decisively and successfully. The administrator adapts to all circumstances while staying focused on the mission, vision, and goals.	<ul style="list-style-type: none"> ▪ The administrator is a highly effective communicator and collaborative problem solver respected by the entire district community. ▪ The administrator is respected by all stakeholders for strong professional judgment and the ability to adapt in all circumstances. ▪ The administrator adjusts and adapts in all circumstances while still focusing on students' best interests. ▪ The administrator prevents situations from escalating when possible. When a situation does escalate, they are able to effectively deescalate it. ▪ Staff feels empowered to make decisions and approach the administrator with questions or concerns. 	<ul style="list-style-type: none"> ▪ The administrator listens to staff and parent opinions openly and responds with explanations, even when decisions differ from their personal opinions. ▪ The administrator empowers staff to solve problems or determine a possible solution and present options. ▪ Communication is open and reciprocal. Other viewpoints are valued and accepted. The administrator acts decisively with the mission, vision, and goals of the school and district in mind.
3	The administrator frequently demonstrates leadership skills in actions and interactions. The administrator demonstrates effective professional judgment and decision making. The administrator communicates effectively with all stakeholders. The administrator encourages staff to take responsibility for the mission, vision, and goals. In most circumstances, the administrator mediates situations and responds to crises decisively and successfully. The administrator adapts to circumstances as they arise.	<ul style="list-style-type: none"> ▪ The administrator communicates consistently with staff. ▪ The administrator effectively handles crisis situations. ▪ The administrator exercises strong professional judgment. ▪ Staff feels the administrator is approachable and open to ideas. ▪ Decisions consistently align with the mission, vision, and goals of the school, or the values of the district. 	<ul style="list-style-type: none"> ▪ Communication is clear to staff, parents, and district administration, and sent out consistently through email, list serve, or newsletter. ▪ The administrator involves staff in decision making and is clear when communicating outcomes. ▪ Staff has confidence in the administrator although they may not always agree with decisions.
2	The administrator inconsistently demonstrates leadership skills in actions and interactions. The administrator inconsistently demonstrates effective professional judgment and decision making. The administrator attempts to communicate effectively with all stakeholders. The administrator attempts to encourage staff to take responsibility for the mission, vision, and goals with limited success. The administrator inconsistently mediates situations and responds to crises decisively and successfully. The administrator cannot always adapt to circumstances as they arise.	<ul style="list-style-type: none"> ▪ Communication to staff, parents, and district administration is inconsistent. ▪ The administrator makes decisions, but may change their mind based on other's opinions when the decision does not align with the school mission, vision and goals. ▪ Staff do not always feel as if the administrator is approachable or open to their ideas. ▪ Decisions inconsistently align with the mission, vision, and goals of the school, or the values of the district. 	<ul style="list-style-type: none"> ▪ Communication often leaves staff with questions or a lack of clarity about how to proceed. ▪ Decisions and information are not consistently shared with staff, resulting in a sense of confusion or lack of inclusion among staff members. ▪ At times, the administrator is either unable to make a decision or does not exercise sound judgment. This may result in a negative impact on school performance or culture. ▪ Staff question the effectiveness of the administrator in a manner that goes beyond disagreement with any individual decision.
1	The administrator's leadership skills are lacking in actions and interactions. The administrator makes decisions demonstrating a lack of professional judgment. There is little or no evidence that the administrator communicates effectively with stakeholders. The administrator does not encourage staff to take responsibility for the mission, vision and goals. The administrator does not mediate situations and respond to crises. The administrator is not able to adapt to circumstances as they arise.	<ul style="list-style-type: none"> ▪ The administrator does not demonstrate effective leadership skills. ▪ There is little communication to staff, parents, and district administration. ▪ Administrative decisions rarely align with the mission, vision, and goals of the school, or the values of the district. 	<ul style="list-style-type: none"> ▪ There is no formal means of communication to staff or parents. ▪ Communication is infrequent or inaccurate. ▪ Staff has little confidence in the ability of the administrator to lead the school. ▪ The administrator has difficulty making decisions or frequently changes their mind.

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 professionally, using student achievement as their metric for success.

Indicators include:

- All staff use a common language to talk about instruction, assessment, and curriculum.
- Professional development participation and success rates meet district or school goals.
- Staff are provided common planning time and they utilize the time well.
- Professional development opportunities are job-embedded, high quality, and meet the needs of individual educators.

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	The school is a professional learning community where the experiences and expertise of all staff is valued and maximized to support student success. The school culture encourages continual improvement through collaboration, research-based instructional practices that are shared, and high expectations for all. Responsibility for positive student outcomes is a focus for the school shared by all staff members.	<ul style="list-style-type: none"> ▪ The administrator sets clear expectations. They create and sustain an environment where collaboration can flourish. ▪ The administrator creates structures to foster and support shared responsibility for student learning across grade levels and subjects. ▪ The administrator establishes and cultivates a culture that sets high expectations for classroom practice, student learning, and continuous improvement. ▪ Educators in the building take responsibility for their own learning and consistently share best practices. ▪ The administrator guides and supports job-embedded, standards-based professional development. Professional development responds to the diverse needs of staff to support student achievement. 	<ul style="list-style-type: none"> ▪ Student-focused decision making is transparent to all staff. ▪ Appropriate staff participate in that decision making and related communication efforts. ▪ Staff frequently share best practices and deliver critical feedback to one another. ▪ The administrator creates a culture where professional learning is valued by all. They arrange opportunities for job-embedded professional development and collaboration among peers. ▪ The administrator provides honest feedback that challenges educators to improve their practice. ▪ The school leader effectively identifies teacher leaders and mentors them in career development. ▪ The administrator uses teacher leaders to deliver professional development and feedback to other teachers. ▪ The administrator participates in common planning and is a valued member of the professional learning community.
3	The school is a professional learning community designed to support student success. The administrator encourages improvement through collaboration, research-based instructional practices that are shared, and high expectations for all. Responsibility for positive student outcomes is a focus for the school shared by most staff members.	<ul style="list-style-type: none"> ▪ The administrator sets clear expectations and provides time for collaboration. ▪ The administrator creates structures to foster and support responsibility for student learning across grade levels and subjects. ▪ The administrator guides and supports effective, standards-based, job-embedded professional development. 	<ul style="list-style-type: none"> ▪ Staff participate in relevant decision making and related communication efforts. ▪ Staff frequently share best practices and observe one another. ▪ Teachers have joint planning time and use time effectively. ▪ Teachers with similar needs are grouped together in development cohorts. ▪ The administrator offers professional development based on teacher needs. Needs are determined by looking at all available data. ▪ The administrator may offer individual reading or research, or facilitate study groups focused on a shared need (ex. topic/ subject-specific workshops). ▪ Educators set personal growth goals that are rigorous and supported by the administrator.
2	The school is moving toward becoming a professional learning community. The administrator sometimes encourages improvement through collaboration, but with inconsistent results. Responsibility for positive student outcomes is sometimes a focus in the school shared by some staff members.	<ul style="list-style-type: none"> ▪ The administrator generally supports professional collaboration. ▪ The 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 develop professional competencies. ▪ Staff members have insufficient time or support to observe or critique one another. ▪ Professional development is not differentiated to meet varying staff needs. ▪ Professional development consists of isolated events unconnected to student achievement or the school mission, vision, and goals.
1	The school is not a professional learning community. The administrator does not encourage improvement. Expectations are inconsistent. Positive student outcomes are not the main focus in the school.	<ul style="list-style-type: none"> ▪ The administrator makes no effort to support professional collaboration. ▪ The administrator does not connect teachers' professional improvement with better student outcomes. ▪ The 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. ▪ Faculty meetings are not used to support educators' professional learning or needs.

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 recognize of individual teacher strengths and areas for development. It should employ strategies to support all staff in their development. Systems that facilitate coaching and peer development opportunities should be in place to encourage excellent instruction and adjustment of teaching strategies based on student results.

Indicators include:

- Systems are in place to recognize and promote examples of excellent instruction.
- Staff participate in targeted coaching and development opportunities designed to provide them with needed skills for improving student achievement.
- Differentiation in instruction exists to meet the needs of all students.
- The school is on track to meet, or has met, targets for student achievement in specified areas.

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	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. The administrator models the belief that all students can learn in all actions and interactions. Responsibility for instructional leadership is shared by all teachers and school leaders, and is led by the administrator.	<ul style="list-style-type: none"> ▪ The administrator creates sustained school-wide processes for identifying and implementing effective, research-based instructional practices aligned with Rhode Island and national standards. ▪ The administrator implements systems that ensure regular coaching. Development opportunities support all instructional staff to employ best practices. ▪ 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. 	<ul style="list-style-type: none"> ▪ Educators share effective strategies and open their classrooms for others to view. ▪ The administrator frequently visits classrooms and consistently provides high-quality feedback to educators about improving practice. ▪ New educators have a mentor or coach assigned to help them and frequently meet with the administrator. ▪ Educators routinely review student data and discuss best practices and strategies to improve student outcomes. ▪ Students, alongside educators, have developed individual leaning plans that are regularly monitored. Students can explain the goals and how they will achieve them. ▪ The administrator and educators monitor the curriculum to ensure successful implementation.
3	The shared fundamental belief that all students can learn drives staff to use research-based practices and self-studies of effective school-based practices. The administrator models the belief that all students can learn in all actions and interactions. Responsibility for instructional leadership is led by the administrator.	<ul style="list-style-type: none"> ▪ The administrator ensures instructional staff members employ effective, research-based instructional practices aligned with Rhode Island and national standards. ▪ The administrator provides coaching and development opportunities to improve instructional staff capacity to employ best practices. ▪ 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. They support staff to identify and implement superior alternatives throughout each instructional period. ▪ The administrator recommends innovative teaching solutions to staff. 	<ul style="list-style-type: none"> ▪ Educators share instructional practices in faculty meetings or common planning time. ▪ The administrator visits classrooms and provides feedback on instructional strategies. ▪ Educators employ instructional strategies that have the greatest impact on student learning. ▪ The administrator can effectively communicate about instruction, curriculum, and Student Learning Objectives. ▪ The administrator monitors curriculum to ensure successful implementation.
2	The shared belief that all students can learn sometimes drives instructional practices. The administrator sometimes models the belief that all students can learn. Responsibility for instructional leadership is sometimes led by the administrator.	<ul style="list-style-type: none"> ▪ The administrator works to identify effective, research-based instructional practices aligned with Rhode Island and national standards, but implementation is incomplete. ▪ The administrator inconsistently provides coaching and development opportunities to assist instructional staff to employ best practices. ▪ 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. 	<ul style="list-style-type: none"> ▪ The administrator presents strategies but does not always monitor their implementation or provide feedback to teachers on their practice. ▪ There is little monitoring of curriculum and successful implementation is inconsistent. ▪ Few educators have the opportunity to share strategies with the rest of faculty.
1	The shared belief that all students can learn does not drives instructional practices. The administrator does not model the belief that all students can learn. The administrator does not take responsibility for instructional leadership.	<ul style="list-style-type: none"> ▪ The administrator does not implement effective, research-based instructional practices aligned with Rhode Island and national standards. ▪ The administrator rarely provides coaching and development opportunities to assist instructional staff in utilizing best practices. ▪ Few staff members differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results. Those who engage in best practices do so inconsistently or ineffectively. ▪ Instructional leaders struggle to identify pedagogical weaknesses or provide evidence-based feedback to staff. 	<ul style="list-style-type: none"> ▪ The administrator struggles to find pedagogical weaknesses or provide evidence-based feedback to educators. ▪ The administrator cannot effectively communicate about instruction, curriculum, or Student Learning Objectives. Educators are unsupported in the learning process. ▪ School culture focuses on teaching and not learning.

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.

Indicators include:

- All staff are monitoring student progress at the classroom level, which should include individual students and small groups, as well as the whole class.
- Student progress is aggregated at the school level and is publically tracked.
- Aggregate data about student progress are 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. 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 inform instruction. The effectiveness of instructional practices is routinely evaluated based upon student outcome data and adjusted as needed.	<ul style="list-style-type: none"> ▪ The administrator works with staff to employ common data collection mechanisms that capture assessments of student learning and facilitate the use of multiple data points to inform instruction. ▪ The administrator ensures a variety of data and assessments, including both academic and behavioral measures, serve as evidence of student learning. Data are gathered as part of a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching. ▪ The administrator seeks a variety of evidence of student learning to make decisions about instructional support and evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Educators work backward from standards-aligned outcomes to assessments to lesson plans in order to ensure all instruction is purposeful. ▪ All instructional staff are highly skilled with school-wide data systems and can use them to retrieve accurate, timely student data. ▪ The school community routinely and collaboratively analyzes data about all students and subgroups. Outcome data are used to make instruction and curriculum adjustments. ▪ The administrator works closely with a data team that is charged with collecting, analyzing, and sharing quality data with faculty. ▪ Reports and graphs are produced that depict student growth. These are available for individual students and families.
3	School-wide data collection and management strategies are supported by school leaders. Student outcomes are measured in a variety of complementary ways. Data are collected throughout each instructional period. Instructional staff members actively participate in improving data quality and extending the use of data to inform instruction. The effectiveness of instructional practices is evaluated based upon student outcome data.	<ul style="list-style-type: none"> ▪ The administrator identifies and implements collection mechanisms that capture student learning data and facilitate the use of multiple data points to inform instruction. ▪ The administrator ensures a variety of data and assessments serve as evidence of student learning. ▪ The administrator employs evidence of student learning to make decisions about instructional support and evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Instruction is consistently aligned to student needs and 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. ▪ Individual results from multiple assessments are reported and used regularly (ex. common assessments, benchmark).
2	Some school-wide data collection and management strategies are employed in the school. Student outcomes are measured. Data are collected throughout the year. Some instructional staff members participate in improving data quality and extending the use of data to inform instruction. The effectiveness of instructional practices is inconsistently evaluated based upon student outcome data.	<ul style="list-style-type: none"> ▪ The administrator supports collection and dissemination of student learning data. ▪ The administrator encourages use of a variety of data and assessments to measure student learning. ▪ The administrator does not consistently use evidence of student learning to make decisions about instructional support or evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Instruction is not consistently aligned to student needs and course curriculum standards. ▪ Some instructional staff can use school data systems to retrieve accurate and timely student data, or data systems are inconsistently reliable. ▪ The school community inconsistently analyzes data about all students and subgroups to improve learning and teaching. ▪ When asked, students and their families cannot describe their achievement status or growth. ▪ Teachers report grades, but have little knowledge of what their students know or are able to do.
1	School-wide data collection and management strategies are not employed in the school. 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"> ▪ The administrator does not support collection or dissemination of student learning data. ▪ The administrator does not set expectations or create an environment in which data are regularly used to inform instruction. ▪ The administrator does not consistently use evidence of student learning to make decisions about instructional support or evaluate staff effectiveness. 	<ul style="list-style-type: none"> ▪ Instruction is rarely aligned to student needs and 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: Ensures the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment

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.

Indicators include:

- There is a culture of mutual respect in the school
- All state, district, and local policies and procedures are followed
- There are clear and consistent expectations for behavior

Component 3A: Ensures the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>The administrator works collaboratively with all stakeholders to create and sustain a positive, safe, and healthy learning environment that reflects state, district, and local school rules, policies and procedures. The administrator consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents and community. The administrator clearly communicates and enforces expectations for behavior.</p>	<ul style="list-style-type: none"> ▪ The administrator sets high expectations for a culture of mutual respect among all school community members. They serve as a role model for teachers and students. ▪ The administrator and school staff members share responsibility for a school-wide culture and climate that ensures the physical and emotional safety and security of all. ▪ The administrator proactively looks for weaknesses in school safety and addresses them. ▪ Behavior plans are clear and consistently enforced. 	<ul style="list-style-type: none"> ▪ Students treat each other and their teachers with dignity and respect and take appropriate action when others do not do the same. ▪ Programs to address the social-emotional needs of students are in place and use research-based, data-driven strategies. ▪ There are established routines and rituals for school operations such as drop-off and dismissal, lunch routines, and hallway movement that are clear to all stakeholders and consistently enforced by all staff. ▪ The administrator remains calm and professional when faced with a crisis and implements the appropriate policies and procedures. ▪ Discipline is fair, consistent and transparent and the school celebrates and rewards positive behavior. ▪ The school leader has built a relationship with local law enforcement regarding school safety issues.
3	<p>The administrator works with stakeholders to create and sustain a positive, safe, and healthy learning environment that reflects state, district, and local school rules, policies and procedures. The administrator models and promotes high expectations, mutual respect, concern, and empathy for students, staff, parents and community. The administrator clearly communicates and enforces expectations for behavior.</p>	<ul style="list-style-type: none"> ▪ The administrator sets expectations and serves as a model for mutual respect among all school community members. ▪ The administrator promotes a school-wide culture and climate that ensures the physical and emotional safety and security of all. ▪ The administrator quickly and efficiently addresses challenges to school safety. 	<ul style="list-style-type: none"> ▪ Students treat each other and their teachers with respect. ▪ All safety drills are completed according to policies and regulations, and documented as appropriate. ▪ School safety plans are up to date. ▪ Discipline is fair and consistent school-wide, and focuses on the needs of the individual student. ▪ There are established routines and rituals for school operations such as drop-off and dismissal, lunch routines, and hallway movement. ▪ Survey results show most students feel safe at school. ▪ The administrator develops a way for students to report incidents anonymously. This system is monitored regularly and reports are addressed promptly.
2	<p>The administrator attempts to create and sustain a positive, safe, and healthy learning environment that reflects state, district, and local school rules, policies and procedures. The administrator sometimes models and promotes high expectations, mutual respect, concern, and empathy for students, staff, parents and community but is inconsistent. The administrator inconsistently communicates and enforces expectations for behavior.</p>	<ul style="list-style-type: none"> ▪ The administrator sets expectations for mutual respect among all school community members. ▪ The administrator promotes the physical and emotional safety and security of all. ▪ The administrator addresses challenges to school safety promptly or adequately. 	<ul style="list-style-type: none"> ▪ Students inconsistently treat each other and their teachers with respect. ▪ Staff members inconsistently treat each other or students with respect. ▪ Rules may be unclear and inconsistently enforced. ▪ Routines and rituals are inconsistent.
1	<p>The administrator does not create and sustain a positive, safe, and healthy learning environment that reflects state, district, and local school rules, policies and procedures. The administrator does not model and promote high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. The administrator does not communicate and enforce behavioral expectations.</p>	<ul style="list-style-type: none"> ▪ The administrator does not actively set expectations for respect among community members. ▪ The administrator does not protect everyone's physical and emotional safety and security. ▪ The administrator does not address challenges to school safety promptly or adequately. 	<ul style="list-style-type: none"> ▪ Students are disrespectful to each other and/or their teachers. ▪ Staff members do not consistently treat each other or students with respect. ▪ Rules are unclear and not enforced. ▪ Routines and rituals are neither in place nor enforced.

DOMAIN 3: ORGANIZATIONAL SYSTEMS

Component 3B: Establishes and maintains effective human resources management through selection, induction, and support of personnel

Educators are the most important factor for schools in improving student achievement. An effective building administrator employs a comprehensive approach to human capital management, including a strategic emphasis on the recruitment, selection, and retention of excellent educators. Student placement decisions are based on what is best for the student's learning.

Indicators include:

- Hiring procedures are clearly defined and uniform for all candidates
- Staff receive regular feedback on instructional strengths and weaknesses
- Evaluative feedback is directly connected to observational and student progress evidence
- Staff report high levels of satisfaction with feedback provided by the administrator

Component 3B: Establishes and maintains effective human resources management through selection, induction, and support of personnel

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>The administrator takes an active role in utilizing the district hiring process to identify, interview, and select the best candidates for positions within their school when applicable. School personnel are recommended for positions based upon their outstanding credentials. Teaching assignments and student caseloads are based on the needs of students. Newly hired educators are provided a high level of sustained support from the entire school community.</p>	<ul style="list-style-type: none"> ▪ The administrator strategically makes personnel assignments that ensure equitable access to high-quality teaching. ▪ The administrator reviews student data and consistently uses it to ensure class placement best meets the needs of students. ▪ Uniform and sustained supports for new teachers and teachers in new roles have been established and are monitored for effectiveness. ▪ Evaluation data is the basis for systematically planning future professional development activities with the goal of improving student learning. These resources are available and used by all teachers. 	<ul style="list-style-type: none"> ▪ New teachers receive regular and timely feedback from their evaluator and experienced high-performing peers. ▪ The administrator uses teacher evaluation and student data to make placement decisions for both students and staff. ▪ The administrator consistently supports new educators and those new to their positions with an effective informal or formal induction program. ▪ Administrator provides support to all teachers in their building, including substitutes, through coaching and professional development. ▪ The administrator utilizes intensive recruitment, interviewing, and hiring when applicable. For example, candidates may teach a demo lesson, followed by a formal interview. ▪ The school leader involves other stakeholders in the process (ex. educators, students).
3	<p>The administrator utilizes the district's hiring process to identify, interview, and/or select the best candidates for positions within their school when applicable. The credentials of school personnel are used in position assignments whenever feasible. Student needs are a contributing factor to teaching assignments and student caseload distributions. Newly hired educators are provided a high level of support from members of the school community.</p>	<ul style="list-style-type: none"> ▪ The administrator makes personnel assignments that are based on student needs. ▪ The administrator follows district protocol for the hiring of personnel. ▪ The administrator reviews student data to ensure class placement best meets the needs of students whenever possible. ▪ Uniform supports for new teachers and teachers in new roles have been established. ▪ The administrator analyzes evaluation data to identify teacher needs for future professional development activities. 	<ul style="list-style-type: none"> ▪ The administrator is on the interview committee for new positions and makes recommendations based on what is best for students. ▪ The administrator provides regular feedback to new staff in their building. They also direct new staff where to seek additional assistance. ▪ Student and teacher data are examined when assigning students to classes in order to meet student needs. ▪ Professional development meeting educator needs is provided in faculty meetings and common planning time.
2	<p>The administrator plays a supportive role in utilizing the district hiring process. The credentials of school personnel are not used when assigning positions. Student needs are one of many contributing factors to teaching assignments and student caseload distributions. Newly hired educators are provided support from team and grade-level peers when possible.</p>	<ul style="list-style-type: none"> ▪ The administrator meets with candidates that have been vetted through the district hiring protocol. ▪ The administrator considers mitigating circumstances in addition to student needs when assigning positions and student caseloads. ▪ The administrator conducts evaluations but may not use the data as a foundation for supporting teachers. 	<ul style="list-style-type: none"> ▪ Newly hired educators receive sporadic coaching and support from the administrator or peers, but it is not ongoing or systematic. ▪ The needs and learning styles of students is not the main factor in determining teaching assignments or assigning students to classes. ▪ The school leader does not participate in the hiring process even though they have the opportunity.
1	<p>The administrator chooses not to play a role in utilizing the district's hiring process. The credentials of school personnel are not used when assigning positions. Factors other than student needs govern teaching assignments and student caseload distributions. No organized support is provided to newly hired educators.</p>	<ul style="list-style-type: none"> ▪ The administrator does not make strategic personnel decisions. ▪ The administrator does not review student data to ensure class placement best meets the needs of students. ▪ The administrator does not use evaluation data as a foundation for supporting teachers. 	<ul style="list-style-type: none"> ▪ The administrator does not take part in the hiring process when they have the opportunity to do so. ▪ New educators receive little to no support or feedback throughout the year.

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 ongoing 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.

Indicators include:

- Data entered into the Educator Performance and Support System is accurate and up to date
- Staff receive all required observations
- Feedback to educators is ongoing, specific, actionable, prioritized, and designed to improve instruction
- Student Learning Objectives and Student Outcome Objectives are rigorous yet attainable for all students
- The system is implemented with accuracy and fidelity
- Data are analyzed and professional development meets the needs of individual educators

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<p>There is a clear, coherent system for conducting evaluations. Educators are well informed about all components of the evaluation system. The administrator provides professional development to staff and supports educators in implementation. All aspects of the evaluation system are completed in a high quality, timely manner. Feedback to educators is specific, actionable, prioritized, and designed to improve performance. The administrator regularly calibrates with colleagues to ensure consistency in evaluation system implementation. The administrator ensures that all educators have ongoing professional learning opportunities and supports their needs to improve performance.</p>	<ul style="list-style-type: none"> ▪ Evaluations and observations are conducted promptly and thoroughly, holding staff accountable for student outcomes. ▪ Student Learning/Outcome Objectives are rigorous and uniformly high-quality across grade level and content areas. They contain quantifiable targets set for student performance and are based on high quality evidence sources. ▪ Professional development, including coaching, meets the diverse learning needs of all staff in order to achieve student learning goals. ▪ The administrator effectively identifies individual teacher needs and connects them with teacher development outcomes. ▪ Feedback to educators is high-quality and designed to improve instruction. The administrator follows up to ensure it is being implemented. 	<ul style="list-style-type: none"> ▪ The administrator calibrates SLOs with each of their grade-level teams and provides feedback. ▪ The administrator sends high-quality, actionable feedback to educators within 48 hours. ▪ The administrator and educators meet mid-year, examining student data and teaching practices to assess their effectiveness. ▪ All building administrators in the district meet quarterly to calibrate on different parts of the model. ▪ The evaluation process is implemented with fidelity, accuracy, and is evidence-based. The administrator sees evaluations as a way to improve classroom instruction and student outcomes.
3	<p>There is a system for conducting evaluations. Educators are well informed about all evaluation system components. The administrator supports educators in implementation. Most aspects of the evaluation system are completed in a high quality, timely manner. Feedback to educators is specific, actionable, and prioritized, and designed to improve performance. The administrator calibrates with colleagues to ensure consistency in evaluation system implementation. The administrator ensures that educators have ongoing professional learning opportunities and supports their needs to improve performance.</p>	<ul style="list-style-type: none"> ▪ Required evaluations and observations are conducted promptly and thoroughly. ▪ Student Learning/Outcome Objectives are rigorous. They contain quantifiable targets set for student performance and are based on quality evidence sources. ▪ Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals. ▪ Feedback to educators is specific, actionable, prioritized, and offers steps for improving instruction. 	<ul style="list-style-type: none"> ▪ Staff evaluations reveal different strengths and weaknesses among staff. ▪ Staff members are supported with growth opportunities that align with their needs. ▪ Staff report evaluations are fair, accurate, and useful. ▪ Improved student outcomes are evidence for gains in staff instructional capacity. ▪ The administrator effectively supports the Student Learning/Outcome Objective writing process. ▪ Staff is aware of the evaluation process, components, and timeline of events.
2	<p>The system for conducting evaluations is unclear. Educators are somewhat informed about evaluation components. The administrator has some difficulty supporting educators in system implementation. Aspects of the evaluation system are inconsistent in quality and timeliness. Feedback to educators is inconsistent. It does not always provide specific and actionable steps to improve performance. The administrator rarely collaborates with colleagues to ensure consistency in evaluation system implementation. The administrator inconsistently ensures educators have ongoing professional learning opportunities, or supports their needs to improve performance.</p>	<ul style="list-style-type: none"> ▪ Most evaluations and observations are in compliance with district policy. ▪ Student Learning/Outcome Objectives are inconsistently rigorous, lack overall rigor, or set targets for student performance that are difficult to quantify. ▪ Professional development, including coaching, does not fully meet educator 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 separate from instructional practice. ▪ The administrator provides little or no support to educators through the SLO/SOO process.
1	<p>There is no defined system for conducting evaluations. Educators are not informed about evaluation components. The administrator does not support educators in system implementation. Aspects of the evaluation system are inconsistent in quality and timeliness. Feedback to educators is inconsistent, and does not provide specific and actionable steps to improve performance. The administrator does not collaborate with colleagues to ensure consistency in evaluation system implementation. The administrator does not ensure that educators have ongoing professional learning opportunities, nor supports their needs to improve performance.</p>	<ul style="list-style-type: none"> ▪ Significant lapses exist in the evaluation and observation process. ▪ Student Learning/Outcome Objectives are incomplete or lack rigor. ▪ Targets set for student performance are incomplete or difficult to quantify. ▪ Professional development, including coaching, is not of high quality, or does not meet educator 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 an infrastructure for finance that operates in support of improving learning and teaching

School leaders must be stewards of public funds and also manage 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 funding decreases, even while demand for programming and support are increasing. Finally, school leaders must employ their financial resources to ensure all students have adequate and timely access to the resources they need to succeed.

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
- Allocation of funds is collaborative and aligned to priorities
- Schedules of school personnel are maximized

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

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator performs assigned budgetary responsibilities in a collaborative manner with accuracy, transparency, and in the best interest of teaching and learning. Resources, including district money, school accounts, supplies, and personnel, are allocated toward programs that have the greatest impact on student learning. Decisions are made with input from all stakeholders.	<ul style="list-style-type: none"> ▪ The administrator sets clear expectations for student outcomes and works with staff to identify fiscal needs for meeting to those outcomes. ▪ The administrator strategically allocates fiscal resources to meeting school-wide goals and shifts resources to ensure all student needs are met. ▪ The administrator employs an expense tracking system to ensure spending is transparent and evidence-based. 	<ul style="list-style-type: none"> ▪ The administrator presents the budget at a faculty meeting. ▪ The school budget is always accurate. Expense tracking systems are available for auditing and reporting. ▪ The administrator aligns funds to programs and activities that align with the mission, vision, and goals. ▪ The spending of school discretionary accounts is transparent, collaborative, and aligned to the mission, vision, and goals. ▪ School schedules maximize personnel time. ▪ The administrator considers student needs with input from staff and the school community when making financial decisions. ▪ The administrator works collaboratively with the PTA to decide how to spend funds in a manner that will have the greatest impact on teaching and learning.
3	The administrator performs assigned budgetary responsibilities with accuracy, transparency, and in the best interest of teaching and learning. Resources, including district money, school accounts, supplies, and personnel, are allocated toward programs that have the greatest impact on student learning.	<ul style="list-style-type: none"> ▪ The administrator sets clear expectations for student outcomes and identifies fiscal needs for meeting to those outcomes. ▪ The administrator allocates fiscal resources to meeting school-wide goals and shifts resources to ensure all student needs are met. ▪ The 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. Expense tracking systems are available for auditing and reporting. ▪ The spending of school discretionary accounts is aligned to the mission, vision and goals.
2	The administrator performs assigned budgetary responsibilities with accuracy. Resources, including district money, school accounts, supplies, and personnel, are inconsistently allocated toward programs that have the greatest impact on student learning.	<ul style="list-style-type: none"> ▪ The administrator sets expectations for student outcomes and attempts to connect resource allocation to those outcomes. ▪ The administrator allocates fiscal resources to meeting school-wide goals. ▪ The administrator employs an expense tracking system. 	<ul style="list-style-type: none"> ▪ The school budget is available, but lacks clarity or transparency of rationale. ▪ Expense tracking systems are not always up to date. ▪ The administrator attempts to align fiscal resources to the areas that have the greatest impact on teaching and learning, but is inconsistent.
1	The administrator does not perform assigned budgetary responsibilities with accuracy, transparency, and in the best interest of teaching and learning. Resources, including district money, school accounts, supplies, and personnel, are not allocated toward programs that have the greatest impact on student learning.	<ul style="list-style-type: none"> ▪ The administrator does not connect student outcome goals to resource allocations. ▪ The administrator allocates fiscal resources in a way that treats students inequitably. ▪ The 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 underspends the district allocation. ▪ There is inconsistent or inaccurate data available for expenditure reporting. ▪ Teaching and learning are not the primary factors in determining how fiscal resources are allocated.

DOMAIN 4: COMMUNITY

Component 4A: Ensures the success of each student by collaborating with families and community members, contributing to community interests and needs, and maximizing opportunities through the sharing of resources

Community outreach shows that schools are invested in the communities they serve and encourages local communities to invest in their schools. Excellent building administrators identify ways they can support their communities and find ways to develop meaningful, mutually beneficial partnerships between community members and the school. Effective community outreach is aligned with both community and school needs, which mean excellent building administrators know the communities in which they operate and plan their efforts accordingly. School leaders actively open the school and engage community members in ways that mutually support the school and surrounding communities.

Indicators include:

- The school is open during normal business hours, but also during other times of high need
- Community events are hosted in the school or are supported by the school
- The school is a contributor to community culture and a point of pride for community members
- Members of the community seek out opportunities to partner and collaborate with the school
- Partnerships are ongoing or repeated
- Family needs are addressed by events and services in the school
- School community members (leaders, teachers, students, parents, etc.) actively participate in the surrounding community

COMPONENT 4A: Ensures the success of each student by collaborating with families and community members, contributing to community interests and needs, and maximizing opportunities through the sharing of resources

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator establishes multiple partnerships with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. The administrator consistently responds and contributes to community interests and needs to provide the best possible education for students and their families. The administrator ensures successful support of students and families by collaborating with all stakeholders to access, disburse, and utilize community resources.	<ul style="list-style-type: none"> ▪ The administrator directly engages with community leaders and develops partnerships to meet identified needs. ▪ The administrator develops a strategic plan for family engagement, including investigating community needs and planning ongoing events and services accordingly. ▪ The administrator assesses success of community outreach actions and takes corrective action as needed. 	<ul style="list-style-type: none"> ▪ Family surveys (ex. Survey Works) meet district- or school-established targets for understanding and support of student learning goals. ▪ Family participation rates for specific events meet or exceed district or school targets. ▪ Family and community frequently participate on school improvement teams. ▪ Health initiatives such as flu clinics and screenings are open and supported by the community. ▪ Community cleanups are jointly sponsored by the community organizations and the school. ▪ Members of the community participate in career day, serve as mentors for students, and provide internships. ▪ The school building is used by outside organizations after school hours to provide needed services and activities for students.
3	The administrator establishes some partnerships with families and community members to develop and evaluate program services, and staff outreach to improve student learning. They regularly respond and contribute to community interests and needs to provide the best possible education for students and their families. The administrator ensures that the school has opportunities to support students and families through sharing the resources of school, district and community organizations.	<ul style="list-style-type: none"> ▪ The administrator identifies key needs of family and community members and develops and implements effective responses. ▪ The administrator works with community members to establish a positive relationship between the school and community. ▪ The 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 student learning through mentoring, tutoring, or other activities.
2	The administrator has established a limited number of partnerships with families and community members to develop and evaluator program services, and staff outreach to improve student learning. They periodically respond and contribute to community interests and needs to provide the best possible education for students and their families. The administrator accepts and effectively utilizes resources offered by the community to support students and families.	<ul style="list-style-type: none"> ▪ The administrator engages in partnerships but they are not targeted to major community or school needs. ▪ The 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 ongoing or repeated. ▪ The community demonstrates limited awareness of events or services offered by school partnerships.
1	The administrator has not established partnerships with families and community members to develop and evaluator program services, and staff outreach to improve student learning. They seldom respond and contribute to community interests and needs to provide the best possible education for students and their families. The administrator ineffectively utilizes resources offered by the community to support students and families.	<ul style="list-style-type: none"> ▪ The administrator does not effectively develop partnerships. ▪ The administrator does not accurately identify needs of the school or community. ▪ The 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 view the school negatively. ▪ Families are not supported by school events or activities.

Appendix 4: Building Administrator Professional Responsibilities Rubric

THE RUBRIC AT A GLANCE		
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PROFESSIONAL GROWTH
<p>PR1: 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>PR2: 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 ▪ Discipline records ▪ Specialist referrals 	<p>PR3: 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 <p>PR4: 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>PR5: 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>PR6: 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 <p>PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice</p> <ul style="list-style-type: none"> ▪ Professional Growth Goal(s) ▪ Log of professional learning activities related to goal(s) ▪ Training materials, handouts, agendas, materials ▪ Interactions with colleagues ▪ Demonstration of practice

PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PR1: 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
4	The building administrator plays a leading role in the development or management of district and school initiatives and activities inside and out of the school. She or he has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	In addition to the criteria for “meets expectations,” the building administrator: <ul style="list-style-type: none"> ▪ Shares information with colleagues about a particular district or school initiative. ▪ Leads a district and school initiative or activity. 	<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 implements a school improvement initiative based on learning from external research, district PD, etc. ▪ Leads professional development for other administrators
3	The building administrator actively participates in relevant district and school initiatives and/or activities inside and out of the school. She or 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 and actively participates in a district-led information session. ▪ The building administrator volunteers to assist a colleague with a school or district activity or initiative.
2	The building administrator inconsistently or minimally participates in relevant district and school initiatives and/or activities inside and outside of the school. The building administrator is aware of some of the initiatives and activities led by his/her colleagues and sometimes supports such efforts.	<ul style="list-style-type: none"> ▪ The building administrator inconsistently or minimally participates in relevant district and school initiatives and activities. ▪ The building administrator can provide some information about current district or school initiatives and activities. 	<ul style="list-style-type: none"> ▪ The building administrator attends a district-led information session but does not actively engage. ▪ On occasion the building administrator passes along information to staff about events going on in the district.
1	The building administrator does not participate in relevant district or school initiatives and activities. 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.	<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/or 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.

PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOLS RESPONSIBILITIES AND COMMUNICATION

PR2: 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, faculty, 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 faculty • Sharing information professionally

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The building administrator goes above and beyond to ensure that students and their families understand how the student is performing. The building administrator ensures materials are tailored to individual student and family needs. The building administrator ensures teachers establish systems for students to 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.	In addition to the criteria for "meets expectations," the building administrator ensures that: <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"> ▪ The building administrator regularly shares data reports with students, teachers, and families. ▪ The building administrator ensures that progress reports are translated into parents' primary languages. ▪ The building administrator 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.
3	The building administrator ensures there is a system for collecting and maintaining information about student progress academically and non-academically. The building administrator solicits appropriate information from faculty and parents. Records of student performance are accurate and up-to-date. Students and families have a clear understanding of the student's performance.	The building administrator ensures that: <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.
2	The building administrator ensures there is a system for collecting and maintaining information about student progress but does not ensure that records are updated consistently. The building administrator inconsistently seeks appropriate information from faculty and parents. Each student and his or her family have a basic understanding of how the student is performing.	<ul style="list-style-type: none"> ▪ The building administrator inconsistently monitors that faculty update records. ▪ The building administrator inconsistently coordinates with faculty, infrequently solicits appropriate information from parents, or occasionally uses this information to inform services and supports. ▪ Families have a basic understanding of how their children are performing. 	<ul style="list-style-type: none"> ▪ The building administrator may have a data wall posted but it is not updated frequently. ▪ The building administrator does not routinely check to make sure teachers' online grades have been updated within the required timeframe.
1	The building administrator does not ensure there is a system for collecting and maintain information about student progress. Communication may not occur regularly with parents or faculty. The building administrator may assume information about student performance without seeking out actual records. Students and his or her family do not have a clear understanding of their current performance.	<ul style="list-style-type: none"> ▪ Records of communications with parents or faculty 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"> ▪ The building administrator does not enforce the district policy for the updating of online grades. ▪ The building administrator expresses concern about a student's continual lack of progress, but never follows up with other educators about interventions. ▪ Communications from the school to parents regarding important events rarely occur or are inaccurate.

DOMAIN 2: PROFESSIONALISM

PR3: 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:** • Interactions with students and parents • Course offerings • Support services offerings • Student advocacy meeting or call notes
- 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
4	The building administrator pushes the school community to continuously expand academic proficiency for all students. The building administrator holds himself or herself 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 aligns supports towards achieving the goals.	In addition to the criteria for "meets expectations", the building administrator: <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 conveys the belief that all students can learn in all actions and interactions. ▪ Students not performing to expectations have appropriate intervention plans. ▪ The building administrator tracks the school's achievement gap data, and works with teachers to makes progress towards closing gaps. ▪ The building administrator develops robust system of supports to meet identified student needs, leveraging external partners, grants, or smart allocation of existing resources.
3	The building administrator is focused on ensuring all students achieve their maximum potential. She or 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 creates systems to monitor 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. ▪ The building administrator assures students who demonstrate non-academic needs receive appropriate services.
2	The building administrator is focused on ensuring all students make some progress. The building administrator generally holds him or herself accountable for all students' learning and development but may occasionally make excuses. The building administrator identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such services. The building administrator sets academic goals of varying rigor for subgroups of students.	<ul style="list-style-type: none"> ▪ The building administrator acts on the belief that all students can make some progress. ▪ The building administrator occasionally does not take responsibility for the learning and development of all students. ▪ The building administrator identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such services. 	<ul style="list-style-type: none"> ▪ The building administrator refers a group of students to the school social worker due to chronic absenteeism, but does not continue to monitor students' attendance. ▪ In collaboration with teachers, the building administrator sets reading goals for groups of students, but the targets and supports are not rigorous enough to help close gaps. ▪ When discussing academic progress of the subgroups in the school, the building administrator occasionally makes excuses for the lack of progress some students are making, attributing it to outside influences.
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 subgroups of 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. ▪ The building administrator does not advocate for services for all subgroups of students.

DOMAIN 2: PROFESSIONALISM

PR4: 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
4	Interactions between the building administrator and other adults reflect a commitment to positivity and a high degree of respect. She or 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.	In addition to the criteria for “meets expectations”, the building administrator: <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"> ▪ Colleagues throughout the district seek advice on a variety of issues from him or her. ▪ The building administrator actively develops/mentors leadership in staff. ▪ The building administrator is a role model because of his or her respectful and direct interactions.
3	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 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 work collaboratively with their staff, seeking input when appropriate. ▪ The building administrator stays calm and de-escalates a situation when a parent is upset in the office. ▪ The building administrator regularly communicates with families through emails, newsletters, and other means of communication and establishes a sense of accessibility and openness.
2	Interactions with other adults are usually positive. The building administrator is somewhat respected by colleagues and is somewhat supportive of other staff members. Some community members and colleagues feel comfortable speaking with the building administrator.	<ul style="list-style-type: none"> ▪ The building administrator’s interactions with other adults are usually positive. ▪ The building administrator is invested in the success of some colleagues. ▪ The building administrator makes limited contributions to the development of a safe, supportive, collaborative culture 	<ul style="list-style-type: none"> ▪ While most interactions with staff are positive, the building administrator occasionally gets frustrated and may speak to a person in a negative manner. ▪ The building administrator communicates with families, but at times is perceived as inaccessible. ▪ Staff feels unsupported at times when addressing student issues with parents.
1	Interactions between the building administrator and other adults reflect some negativity. She or 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 purposely ignores the input of some staff. ▪ The building administrator does not reply to emails or other communications. ▪ The building administrator is unsupportive of staff when situations arise.

DOMAIN 2: PROFESSIONALISM

PR5: 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. Building administrators are trusted by others and commits to solving problems or addressing misunderstandings before they become a larger issue. In addition, building administrators intervene 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
4	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. She or he interacts with students, colleagues, staff, 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"> ▪ The building administrator supports students in crisis by seeking out additional resources when needed. ▪ Teachers in the building support all students, regardless of whether the student is in their class. ▪ The building administrator takes an active role in helping to resolve and build a culture of trust. ▪ Teachers work together effectively, communicate concerns with the building administrator and work together to come to a resolution.
3	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. She or he interacts with students, colleagues, staff, 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.
2	The building administrator acts ethically in all situations. The building administrator attempts to develop an understanding of school and district policies but occasionally may misinterpret or not follow a policy. She or he generally interacts with students, colleagues, staff, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> ▪ The building administrator acts ethically. ▪ The building administrator attempts to develop and maintain an understanding of current state, district, and school policies/initiatives. ▪ The building administrator generally acts in accordance with professional standards and codes of conduct adopted by his or her applicable professional organization. 	<ul style="list-style-type: none"> ▪ The building administrator miscommunicated a district policy on grades, leading to staff confusion over how absent students should be graded. ▪ The building administrator inconsistently applies the teacher tardiness policy by documenting tardies on some, but not all days.
1	The building administrator acts unethically, does not follow district/school/state policies or interacts with students, colleagues, staff, parents, and others in an unprofessional or inappropriate manner.	<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/ 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 3: PROFESSIONAL GROWTH

PR6: 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
4	The building administrator makes the most of all school and district professional learning opportunities, as well those that are independent, by frequently taking on a leadership role. The administrator regularly works with colleagues to facilitate professional learning and help others improve their practice. The administrator is a reflective practitioner and is committed to continuous growth and learning. Through action and leadership, the building administrator emphasizes the importance of ongoing professional learning in improving practice and continually works to improve the quality of professional learning opportunities.	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"> ▪ The building administrator regularly surveys students and staff to drive school improvement. ▪ The building administrator uses system for receiving feedback and tracking actions taken. ▪ The building administrator frequently seeks out independent professional learning opportunities and applies the knowledge obtained to improve his or her practice.
3	The building administrator actively and fully engages in district and school professional learning opportunities. The building administrator regularly collaborates with colleagues and uses them as a professional resource when possible. The building administrator expresses positive views about the role of professional learning in improving practice and offers feedback for how to improve professional learning opportunities.	<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 goals and professional development include opportunities to collaborate as appropriate. 	<ul style="list-style-type: none"> ▪ The building administrator sets the required number of professional growth goals and applies the professional knowledge to his or her practice. ▪ The building administrator actively participates in a Professional Learning Community with other educators.
2	The building administrator inconsistently engages in district and school professional learning opportunities, at times participating fully in the activity and other times not participating actively. The building administrator inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite multiple opportunities for collaboration. The building administrator at times expresses some negativity about the role of professional learning in improving practice.	<ul style="list-style-type: none"> ▪ The building administrator inconsistently engages in district and school professional learning opportunities. ▪ The building administrator inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite multiple opportunities for collaboration. 	<ul style="list-style-type: none"> ▪ The building administrator attends a full day workshop but spends part of the day on their computer answering emails and not participating in the training. ▪ The building administrator is overheard speaking negatively about a district professional day and does not provide constructive feedback on how it could be improved.
1	The building administrator does not or only occasionally attends school or district professional learning opportunities. The building administrator often works in isolation and/or with limited collaboration even when colleagues have reached out to include him/her in learning opportunities. The building administrator expresses negativity about professional learning opportunities without offering feedback for how opportunities could improve.	<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.

PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PROFESSIONAL GROWTH

PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice

Reflective building administrators use data and self-assessments to identify an area of their practice that can be strengthened and then develop a professional growth goal to address that area of practice. This goal identifies action steps, timelines, and evidence that will be used to show progress toward goal attainment. Building administrators implement the professional growth goal with fidelity and apply learning in practice.

ELEMENTS: • Setting and working toward a meaningful Professional Growth Goal • Working toward specific action steps

INDICATORS: • Complete professional growth goal • Evidence of progress toward goal attainment

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The building administrator supports other educators with the implementation and attainment of their Professional Growth Goal. The building administrator attains the Professional Growth Goal by completing all action steps. The building administrator shares student or teacher data as evidence of goal attainment. The building administrator applies learning gained through action step completion in practice, as well as seeks and applies feedback on the application of that practice. The building administrator reflects on whether new strategies and practices have been effective and shares his or her learning with colleagues.	In addition to the criteria for “meets expectations,” the teacher: <ul style="list-style-type: none"> ▪ Shares knowledge attained through the Professional Growth Goal and acts as a resource to colleagues ▪ Attains the Professional Growth Goal by completing all action steps. ▪ Uses data to demonstrate attainment of the goal and application of learning in practice. ▪ Seeks feedback on the application of new learning from students or colleagues. ▪ Shares new information, strategies, or techniques with colleagues. 	<ul style="list-style-type: none"> ▪ The building administrator works with teachers to design a comprehensive plan to improve the use of assessment techniques in the classroom. The building administrator facilitates assessment modules within the PLC and organizes opportunities for teachers in the PLC to observe each other’s classrooms and provide feedback. ▪ The building administrator sets a goal, implements the actions steps to attain the goal, and then sends a survey to teachers in order for them to provide feedback on the building administrator’s implementation. The building administrator then makes revisions based on feedback.
3	The building administrator attains their Professional Growth Goal by completing all action steps. The building administrator implements action steps with fidelity. The building administrator provides examples of how she or he applied learning in practice and reflects on whether new strategies and practices have been effective.	<ul style="list-style-type: none"> ▪ The building administrator presents evidence demonstrating completion or near completion of action steps outlined in the Professional Growth Goal. ▪ The building administrator provides examples of how she or he applied the learning in practice. 	<ul style="list-style-type: none"> ▪ A building administrator identifies five action steps in the professional growth goal and completes all of the action steps. ▪ The building administrator set a growth goal of improving their meeting facilitation skills and then has the superintendent observe and provide feedback.
2	The building administrator makes some progress toward goal attainment. The building administrator attempts to implement action steps but does not complete them or does not complete them in a timely manner. The building administrator inconsistently applies learning in practice and/or does not reflect on the application of that practice.	<ul style="list-style-type: none"> ▪ The building administrator presents some evidence demonstrating completion of action steps outlined in the Professional Growth Goal. ▪ The building administrator provides few or poor examples of how she or he applied the learning in practice. 	<ul style="list-style-type: none"> ▪ The building administrator sets a goal to support teachers in implementing a new strategy in their classrooms, introduces the strategy but does not support teachers in the implementation. ▪ The building administrator shares how she or he tried a new facilitation strategy but cannot speak to the effectiveness of it.
1	The building administrator does not make progress toward the goal. The building administrator does not implement action steps or apply learning in practice.	<ul style="list-style-type: none"> ▪ The building administrator presents limited or no evidence demonstrating completion of action steps outlined in the Professional Growth Goal. ▪ The building administrator presents limited or no evidence of how she or he applied the learning in practice. 	<ul style="list-style-type: none"> ▪ The building administrator submits an approvable Professional Growth Goal but then completes few of the action steps or ineffectively completes them.

