
FRAMINGHAM ADMINISTRATORS ASSOCIATION

AND

FRAMINGHAM SCHOOL COMMITTEE

EVALUATION PROCEDURE HANDBOOK

APPENDIX C

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2) **Definitions**

- A) **Administrator:** Inclusive term that applies to all Administrators covered by this article, unless otherwise noted. Administrators may include individuals who serve in positions involving teaching and other direct services to students.
- B) **Artifacts of Professional Practice:** Products of an Administrator's work and staff and student work samples that demonstrate the Administrator's knowledge and skills with respect to specific performance standards.
- C) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration but not less than 15 minutes; and additional evidence relevant to one or more Standards of Effective Administrative Leadership Practice (603 CMR 35.04).
- D) **District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. The parties shall bargain over District-Determined measures and such measures shall include Teacher and Administrator based assessments and testing as well as District developed student examinations.
- E) **Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Administrator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
- i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.
- ii) **Self-Directed Growth Plan** shall mean a plan developed by the Administrator for Experienced Administrators who are rated proficient or exemplary.
- iii) **Directed Growth Plan** shall mean a plan developed by the Administrator and the Evaluator of one school year or less for Experienced Administrators who are rated needs improvement.
- iv) **Improvement Plan** shall mean a plan developed by the Evaluator for a realistic time period sufficient to achieve the goals outlined in the Improvement Plan, but at least 90 school days during the 2013 – 2014 school year and at least 60 school days for the 2014 – 2015 school year and beyond and no more than one

1) **Purpose of Educator Evaluation**

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
- i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv) To assure effective teaching and administrative leadership, 35.01(3).
- C) **General Principles Concerning Evaluation**
- i) Evaluators shall insure that whenever an aspect of an Educator's performance is considered unsatisfactory, that information will be given in writing (i.e. by hand-delivery or email) to the Educator involved as soon as possible to provide an opportunity to resolve such concerns before they appear in an Evaluation Report.
 - ii) All monitoring or observation of the work performance will be conducted openly and with the full knowledge of the Educator.
 - iii) The performance standards shall be measurable.
 - iv) The performance standards shall reflect and allow for significant differences in assignments and responsibilities. These differences shall be described in Evaluation Reports.
 - v) The performance standards shall be shared with the person being evaluated in advance of the evaluation process.
 - vi) The purpose of evaluation shall be stated clearly, in writing, to the person being evaluated.
 - vii) The evaluation process shall be free of racial, sexual, religious and other discrimination and biases as defined in state and federal laws.
 - viii) The person being evaluated shall be allowed to gather and provide additional information on his/her performance. Such information must be provided in a timely manner and must be considered by the Evaluator.

school year for Experienced Administrators who are rated unsatisfactory with goals specific to improving the Administrator's unsatisfactory performance. In those cases where an Administrator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.

- F) **ESE:** The Massachusetts Department of Elementary and Secondary Education.
- G) **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- H) **Evaluator:** Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Administrator will have one primary Evaluator at any one time responsible for determining performance ratings.
 - i) **Primary Evaluator** shall be the person who determines the Administrator's performance ratings and evaluation.
 - ii) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Administrator's progress through formative assessments, evaluating the Administrator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.
 - iii) **Administrators Assigned to More Than One Building:** The superintendent or designee will determine who the primary evaluator is for each Administrator who is assigned to more than one building.
 - iv) **Notification:** The Administrator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Administrator.
 - v) Primary and Supervising Evaluators shall be properly licensed by the DESE and shall also be permanent, full-time employees of the Framingham Public Schools.
- I) **Evaluation Cycle:** A five-component process that all Administrators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- J) **Experienced Administrator:** An administrator who has completed three school years in the same position in the district.

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- K) **Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers. The parties shall bargain over the utilization of family input into Educator Evaluations upon the issuance of guidance to that effect from the DESE.
- L) **Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator Plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- M) **Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Administrator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Administrative Leadership Practice, or both.
- N) **Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator Plan. A goal may pertain to any or all of the following: Administrator practice in relation to Performance Standards, Administrator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Administrators, by the Evaluator, or by teams, departments, or groups of Administrators who have the same role.
- O) **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- P) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012.
- Q) **New Administrator:** An administrator who has not completed three years in the position in the district.
- R) **Observation:** A data gathering process that includes notes and judgments made during one or more school or worksite visits(s) of at least 15 minutes in duration by the Evaluator and may include examination of artifacts of practice including student work. An observation must occur in person and shall be done openly and with knowledge of the Administrator. School or worksite observations conducted pursuant to this article must result in feedback to the Administrator. Normal supervisory responsibilities of evaluators will also cause them to drop in on other activities in the school or worksite at various times as deemed necessary by the evaluator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Administrator, are not observations as defined in this Article.
- S) **Parties:** The FAA and the School Committee are parties to this Agreement.
- T) **Performance Rating:** Describes the Administrator's performance on each performance standard and overall. There shall be four performance ratings:

- Exemplary: the Administrator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
- Proficient: the Administrator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
- Needs Improvement: the Administrator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- Unsatisfactory: the Administrator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Administrator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

U) **Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.04.

V) **Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

W) **Rating of Administrator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Administrator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE, expected by May 2013.

X) **Rating of Overall Administrator Performance:** The Administrator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Administrator's performance against the four Performance Standards and the Administrator's attainment of goals set forth in the Educator Plan, as follows:

- i) **Standard 1:** Instructional Leadership
- ii) **Standard 2:** Management and Operations
- iii) **Standard 3:** Family and Community Engagement
- iv) **Standard 4:** Professional Culture
- v) **Attainment of Professional Practice Goal(s)**
- vi) **Attainment of Student Learning Goal(s).**

When the four Standards of Effective Administrative Leadership Practice are referenced, it is understood that they may be supplemented or substituted in part in the Educator

Plan by appropriate Standards of Effective Teaching Practice for those administrators who also serve as teachers or caseload educators, at the discretion of the evaluator.

- Y) **Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Administrative Leadership Practice are used to rate Administrators on Performance Standards, as are Standards and Indicators of Effective Teaching Practice in cases where the Administrator teaches. These rubrics consist of:
- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.04, and, where appropriate 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.04, and where appropriate 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- Z) **Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Administrator's performance against Performance Standards and the Administrator's attainment of goals set forth in the Educator Plan.
- AA) **Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- BB) **Trends in student learning:** At least two years of data from the locally bargained district-determined measures and state assessments used in determining the Administrator's rating on impact on student learning as high, moderate or low.

3) **Evidence Used In Evaluation**

The following categories of evidence shall be used in evaluating each Administrator:

- A) Multiple measures of student learning, growth, and achievement, which shall include:
- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts

English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required.

- iii) Measures of student progress and/or achievement toward student learning goals set between the Administrator and Evaluator for the school year or some other period of time established in the Educator Plan.
- iv) The appropriate measures of the Administrator's contribution to student learning, growth, and achievement shall be set by the district and shall be bargained by the parties. The measures set by the district should be based on the Administrator's role and responsibility and such measures shall be bargained by the parties.

B) Judgments based on observations and artifacts of practice including, but not limited to:

- i) Unannounced observations of practice may be in the form of partial or full-period classroom or worksite visitations of at least 15 minutes or no more than one class/subject period.
- ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, Directed Growth Plan, and as determined by the Evaluator.
- iii) Examination of Administrator work products.
 - (a) An Administrator shall be provided with relevant samples. Administrators will be provided guidance and training pursuant to the development of work products and evidence.
- iv) Examination of student and educator work samples.
 - (a) An Administrator shall be provided with relevant samples. Administrators will be provided guidance and training pursuant to the development of work products and evidence.

C) Evidence relevant to one or more Performance Standards, including but not limited to:

- i) Evidence compiled and presented by the Administrator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator Plan, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
- ii) Evidence of progress towards professional practice goal(s);
- iii) Evidence of progress toward student learning outcomes goal(s).
- iv) Student and Staff Feedback – see # 23-24, below; and

- v) Any other relevant evidence from any source that the Evaluator shares with the Administrator. Other relevant evidence could include information provided by other administrators, principals and/or the superintendent.

4) Rubric

The rubrics are a scoring tool used for the Administrator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The parties have negotiated rigorous and comprehensive rubrics and agree that the rubrics attached to this Agreement shall be utilized to evaluate Administrators. The parties further agree that the Joint Committee on Administrator Evaluation (JCAE) that has been established pursuant to Section 26E of this Agreement shall consider and develop additional rubrics that are specific to FAA Bargaining Unit positions, subject to ratification by the FAA and the School Committee. The parties agree that the following Chart shall determine the rubrics that shall be utilized to evaluate Administrators as of the effective date of this Agreement:

Position	Work Year	Rubric	Primary Evaluator
Director of Curriculum and Staff Development	228	Superintendent	
Director of Special Education	228	Superintendent	
High School Vice Principal	228	School-Based	
Middle School Vice Principal	228	School Based	
Director of Technology	228	Superintendent	
Director of Academic Support	228	Superintendent	
Director of Athletics	228	School Based	
K-8 STEM Coordinator	228	School Based	
K-8 Humanities Coordinator	228	School Based	
Director of Adult ESL	228	Superintendent	
Work Study Coordinator	209	School Based	
Assistant Director of Special Education	206	Superintendent	
Director of Student Support Services	206	Superintendent	
Director of Wellness	206	Superintendent	
Coordinator of Phoenix Program FHS	201	School Based	

Position	Work Year	Rubric	Primary Evaluator
Coordinator of Alternative High School	201	School Based	
Special Education Coordinator/OOD	201	SISP	
Director of Bilingual Education	201	Superintendent	
Director of Family Support Programs*	201	Superintendent	
Assistant Director of Bilingual Education	201	Superintendent	
Director of Early Childhood Education*	193	School Based	
Director of Gifted and Talented (K-12)	193	Superintendent	
Special Education/ Evaluation Coordinator**	193	SISP	
Elementary School Vice Principal	193	School Based	
Director of Title I*	193	Superintendent	
Director of Title I/Grants Manager	193	Superintendent	
Student Data Manager	193	School Based	
Student Data Manager/FHS	193	School Based	
K-8 Literacy Coordinator	193	School Based	
K-8 Math Coordinator	193	School Based	
Director of Equity and Achievement*	193	SISP	
Team Liaison	193	SISP	
Director of Physical Education and Health	187	School Based	
Department Head of Technology Education	187	School Based	

Position	Work Year	Rubric	Primary Evaluator
Part Time (.6) Coordinator/ODD	183	SISP	

5) **Evaluation Cycle: Training**

- A) Through the superintendent, in collaboration with the FAA, the district will provide a minimum of eleven (11) hours for Supervision and Evaluation training for all Educators, Principals, Administrators and other evaluators as follows:
1. Three (3) hours on the first full professional development day of the year to outline the components of the new evaluation process, provide an explanation of the evaluation process and provide a professional learning activity about self-assessment and goal setting. Any Administrator hired after the first full day of Professional Development shall complete a professional learning activity provided by the district about self- assessment and goal setting within twenty (20) school days.
 2. Three (3) hours for evidence collecting as stated in Section 3.
 3. Three (3) hours of training in data analysis and other building/department/team identified needs.
 4. Two (2) additional hours of training as agreed upon between the FAA and the Superintendent.
 5. This training will be provided during the normal work day.

6) **Evaluation Cycle: Annual Orientation**

- A) At the start of each school year, the superintendent or designee shall conduct a meeting for Administrators focused substantially on Administrator evaluation. The superintendent or designee shall:
- i) Provide an overview of the evaluation process, including goal setting and the Educator Plan.
 - ii) Provide all Administrators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
 - iii) The meeting may be digitally recorded to facilitate orientation of Administrators hired after the beginning of the school year. The newly hired Administrator shall also meet with the Superintendent/Principal or his/her designee to accomplish items in Section 6A(i) and (ii) above.

7) **Evaluation Cycle: Self-Assessment**

- A) Completing the Self-Assessment

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- i) The evaluation cycle begins with the Administrator completing and submitting to the Primary or Supervising Evaluator a self-assessment by September 15th or within two weeks of the start of their employment at the school.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Administrator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of Effective Leadership practice and any relevant Standards of Effective Teaching Practice, using the district's rubric(s).
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Administrator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.
- B) Proposing the goals
- i) Administrators must consider goals for grade-level, subject-area, department teams, school-level teams, district-level teams, or other groups of Administrators who share responsibility for student learning and results, except as provided in (ii) below. Administrators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
 - ii) For New Administrators in their first year in a position, the Evaluator or his/her designee will meet with each Administrator by September 15th (or within two weeks of the Administrator's first day of employment if the Administrator begins employment after September 15th) to assist the Administrator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
 - iii) Unless the Evaluator indicates that a New Administrator in his/her second or third years in the current position should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, they may address appropriate shared team goals.
 - iv) For Experienced Administrators with ratings of proficient or exemplary, the goals may be team goals. In addition, these Administrators may include individual professional practice goals that address enhancing skills that enable the Administrator to share proficient practices with colleagues or develop additional leadership skills.
 - v) For Experienced Administrators with ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared team goals.

8) **Evaluation Cycle: Goal Setting and Development of the Educator Plan**

- A) Every Administrator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Administrator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Administrators, by the Evaluator, or by teams of Administrators who have the similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Administrator has proposed in the Self-Assessment, using evidence of Administrator performance and impact on student learning, growth and achievement based on the Administrator's self-assessment and other sources that Evaluator shares with the Administrator. The process for determining the Administrator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See Section 22, below.
- C) Educator Plan Development Meetings shall be conducted as follows:
1. Administrators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by the timelines specified in Section 20 to develop their Educator Plan. Administrators shall not be expected to meet during the summer break.
 2. For those Administrators new to the school or the District, the meeting with the Evaluator to establish the Educator Plan must occur by the timelines specified in Section 20 or within six weeks of the start of their assignment in that school or the District.
 3. The Evaluator shall meet individually with Administrators with PTS and ratings of needs improvement to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
 4. The Evaluator shall meet with Administrators with PTS and ratings of unsatisfactory and, if desired by the Administrator, a representative from the Association, to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
 5. The Evaluator completes the Educator Plan by the timelines specified in Section 20. The Administrator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Administrator's signature indicates that the Administrator received the plan. The signature does not indicate agreement or disagreement with its contents. The Administrator and the Evaluator will collaborate regarding the content of the Educator Plan. The Evaluator retains final authority over the content of the Administrator's Plan.

6. All relevant student information will be identified, agreed upon, and shared between the Administrator and Evaluator.

9) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – New Administrators**

- A) New Administrators in the first year in a position shall have at least two (2) unannounced observations and two (2) announced observations during the work year in accordance with the protocol described in Section 11 below.
- B) In their second and third years in the position, Administrators shall have at least two (2) unannounced observations and one (1) announced observation during the work year in accordance with the protocol described in Section 11 below.

10) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Experienced Administrators**

- A) The Administrator whose overall rating is proficient or exemplary must have at least one (1) unannounced observation during the evaluation cycle.
- B) The Administrator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two (2) unannounced observations and two (2) announced observations.
- C) The Administrator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one (1) year, shall there be fewer than four (4) announced and four (4) unannounced observations. For Improvement Plans of less than one (1) year, there must be no fewer than one (1) announced and two (2) unannounced observations.

11) **Observations**

The Evaluator's first observation of the Administrator should take place by November 15. Observations required by the Educator Plan should be completed by April 17, or as required by the Plan.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation. All Observations shall last at least fifteen (15) minutes but not more than the length of one normal teaching period.

- A) Unannounced Observations
 - i) Unannounced observations may be in the form of a school site or work site visitation or any other means deemed useful by the Evaluator. Visitations may include, but are not limited to: staff meetings, team meetings, classroom visits with supervising evaluator, walkabouts within the school or department, or individual conferences with students or parents.

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- ii) The Administrator will be provided with at least brief written feedback from the Evaluator within three (3) school days of the observation. The written feedback shall be delivered to the Administrator in person or by email, by the Evaluator and signed for by the Educator which shall confirm receipt by the Educator only and not necessarily agreement.
 - iii) The Educator shall have the opportunity to respond in writing to any feedback from the Evaluator. The Educator shall sign the form and return to the Evaluator within five (5) school days. The signature does not indicate agreement or disagreement with its contents.
 - iv) Any observation resulting in one or more standards judged to be unsatisfactory for the first time must be followed by at least one observation of a similar administrative activity of at least thirty (30) minutes in duration within 30 school days. Any observation resulting in one or more standards judged to be needs improvement and at the request of the Administrator, the Evaluator will follow up with an additional observation within 30 school days.

B) Announced Observations

- i) All non-PTS Administrators in their first year and PTS Administrators on Directed Growth Plans shall have at least two (2) Announced Observations. All Experienced Administrators on Improvement Plans shall have at least four (4) Announced Observations.
 - (a) The Evaluator shall select the date and time of the activity to be observed and discuss with the Administrator any specific goal(s) for the observation.
 - (b) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Administrator, the Evaluator and Administrator shall meet for a pre-observation conference. In lieu of a meeting, the Administrator may inform the Evaluator in writing of the nature of the activity, the purpose served, the desired outcome, and any other information that will assist the Evaluator to assess performance
 - (1st) The Administrator shall provide the Evaluator a draft of the activity plan or agenda. If the actual plan or agenda is different, the Administrator will provide the Evaluator with a copy prior to the observation.
 - (2nd) The Administrator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Administrator as soon as reasonably practical.
 - (c) Within 5 school days of the observation, the Evaluator and Administrator shall meet for a post-observation conference. In the case of an Administrator currently on an Improvement Plan, the post-observation

conference will occur within 2 school days. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Administrator, but shall be rescheduled within 24 hours if possible.

- (d) The Evaluator shall provide the Administrator with written feedback within 10 school days of the post-observation conference. In the case of an Educator on an Improvement plan, the feedback shall be provided within 5 days of the observation. The written feedback shall be hand-delivered to the Educator in person or by email by the Evaluator and signed for by the Educator which shall confirm receipt by the Educator only and not necessarily agreement. For any standard where the Administrator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator's judgment.
 - (2nd) Describe actions the Administrator should take to improve his/her performance.
 - (3rd) Identify support and/or resources the Administrator may use in his/her improvement.
- (e) The Administrator shall have the opportunity to respond in writing to any feedback from the Evaluator. The Administrator shall sign the form and return to the Evaluator within 5 school days. The Administrator's signature indicates receipt but does not indicate agreement to the contents of the feedback.

12) **Evaluation Cycle: Formative Assessment**

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Administrators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms and administrative worksites. Evaluators are expected to give targeted constructive feedback to Administrators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Administrative Leadership Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed. For an Administrator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See Section 13, below.
- C) The Formative Assessment report provides written feedback and ratings to the Administrator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.

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- D) No less than two weeks before the due date for the Formative Assessment report, the Administrator shall provide to the Evaluator evidence of performance in relation to the four Performance Standards and progress on attaining professional practice and student learning goals.
 - E) In the case that the Evaluator determines that the evidence is not sufficient, the Educator and Evaluator will meet before completion of the Formative Assessment Report.
 - F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Administrator. The Formative Assessment shall be delivered to the Educator in person or by email by the Evaluator and signed for by the Educator which shall confirm receipt by the Educator only and not necessarily agreement.
 - G) The Administrator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.
 - H) The Administrator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Administrator received the Formative Assessment report and does not indicate agreement or disagreement with its contents.
 - I) As a result of the Formative Assessment Report that indicates a decline in the Administrator's performance on Standards I or II, the Evaluator must conference with the Administrator to determine if a change to the Educator Plan is warranted.
 - J) Any changes to an Improvement Plan require a conference with the Administrator and if appropriate, representation from the Association.
 - K) If the rating in the Formative Assessment report differs from the last summative rating the Administrator received, the Evaluator may place the Administrator on a different Educator Plan, appropriate to the new rating.
- 13) **Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only**
- A) Administrators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report before December 31 of the second year of the two year cycle. The Administrator's performance rating for that year shall be assumed to be the same as the previous summative rating unless a body of evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Administrator on a Directed Growth Plan (less than one year).
 - B) The Formative Evaluation report provides written feedback and ratings to the Administrator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
 - C) No less than two weeks before the due date for the Formative Evaluation report, the Administrator shall provide to the Evaluator evidence of performance in relation to the four Performance Standards and progress on attaining professional practice and student learning goals.

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- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Administrator. The Formative Assessment shall be delivered to the Administrator in person or by email by the Evaluator and signed for by the Administrator which shall confirm receipt by the Administrator only and not necessarily agreement.
 - E) Upon the request of either the Evaluator or the Administrator, the Evaluator and the Administrator will meet either before or after completion of the Formative Evaluation Report.
 - F) The Administrator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report.
 - G) The Administrator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Administrator received the Formative Evaluation report and does not indicate agreement or disagreement with its contents.
 - H) As a result of the Formative Evaluation report that indicates a decline in the Administrator's performance on Standards I or II, the Evaluator must conference with the Administrator to determine if a change to a Directed Growth Plan (less than one year) is warranted. To make this change, the Evaluator must:
 - I) Complete a Summative Evaluation within ten (10) school days. This Summative shall be used exclusively for the development of a Directed Growth Plan (less than one year). Work with the Administrator to develop the Directed Growth Plan (less than one year) within ten (10) school days of the completed Summative Evaluation.

14) **Evaluation Cycle: Summative Evaluation**

- A) The evaluation cycle concludes with a summative evaluation report which must be written and provided to the Administrator by May 1.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the primary evaluator shall determine the overall summative rating that the Administrator receives. The overall summative rating that the Educator receives shall be based primarily on Standards I and II.
- D) For an Administrator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the Administrator's rating. In cases where the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review. When guidance from DESE regarding impact on student learning, growth and achievement is available, the details of a Low, Moderate or High impact on Student Learning growth and achievement will be negotiated and implemented the following school year.

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- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.
 - F) To be rated proficient overall, the Administrator shall, at a minimum, have been rated proficient on the Instructional Leadership Standard of Effective Administrative Leadership Practice.
 - G) No less than four weeks before May 1, the Administrator will meet with the Evaluator to provide evidence of performance in relation to the four Performance standards and progress on attaining professional practice and student learning goals.
 - H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
 - I) The Evaluator shall deliver a signed copy of the Summative Evaluation report including a copy of the Rubrics Summary Report with ratings recorded for each element to the Administrator face-to-face or by email no later than May 1st.
 - J) The Evaluator shall meet with the Administrator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by May 15.
 - K) The Evaluator may meet with the Administrator rated proficient or exemplary to discuss the summative evaluation, if either the Administrator or the Evaluator requests such a meeting. The meeting shall occur by June 1.
 - L) During the meeting on the Summative Evaluation report and upon mutual agreement, the Administrator who is rated proficient or exemplary and the Evaluator may review the Self-Assessment for the following Evaluation cycle and may develop the Self-Directed Growth Plan for the following two years.
 - M) The Administrator shall sign the final Summative Evaluation report by June 1. The signature indicates that the Administrator received the Summative Evaluation report and does not indicate agreement or disagreement with its contents.
 - N) Prior to the next school year, the Administrator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
 - O) A copy of the signed final Summative Evaluation report shall be filed in the Administrator's personnel file.
- 15) **Educator Plans – General**
- A) Educator Plans shall be designed to provide Administrators with feedback for improvement, professional growth, and leadership; and to ensure Administrator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
 - B) The Educator Plan shall include, but is not limited to:

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- i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement the learning, growth and achievement of the students under the Administrator's responsibility;
 - iii) An outline of actions the Administrator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Administrator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
- C) It is the Administrator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

16) **Educator Plans: Developing Educator Plan**

- A) The Developing Educator Plan is for all New Administrators (i.e. those who have not served in their positions in the District for three consecutive school years).
- B) The Administrator shall be evaluated at least annually.

17) **Educator Plans: Self-Directed Growth Plan**

- A) A Two-year Self-Directed Growth Plan is for those Experienced Administrators who have an overall rating of proficient or exemplary, and after 2013-2014 whose impact on student learning is moderate or high. A formative evaluation report is completed by December 31 of the second school year and a summative evaluation report by May 1 at the end of the second school year. All Experienced Administrators shall start off the 2013 – 2014 school year on a Self-Directed Growth Plan unless the Administrator is presently on an Improvement Plan.
- B) A One-year Self-Directed Growth Plan is for Experienced Administrators who have an overall rating of proficient or exemplary, and after 2013-2014 whose impact on student learning is low.
 - i) For Administrators whose impact on student learning is low, the Evaluator and Administrator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.
 - ii) When guidance from DESE regarding impact on student learning, growth and achievement is available, the details of a one-year Self-Directed Growth Plan will be negotiated and implemented the following school year.

18) **Educator Plans: Directed Growth Plan**

- A) A Directed Growth Plan is for those Experienced Administrators whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as stated in the previous Summative Evaluation.
- C) The Evaluator shall complete a summative evaluation for the Administrator at the end of the period determined by the Plan, but at least annually, and in no case later than May 1.
- D) For an Administrator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Administrator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Administrator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Administrator as unsatisfactory and will place the Administrator on an Improvement Plan for the next Evaluation Cycle.

19) **Educator Plans: Improvement Plan**

- A) An Improvement Plan is for those Experienced Administrators whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide effective leadership for students, staff and the community and provide students with the best instruction, it may be necessary from time to time to place an Administrator whose practice has been rated as unsatisfactory on an Improvement Plan for a realistic time period sufficient to achieve the goals outlined in the Improvement Plan, but no less than the time period specified in Section 2E(iv) and no more than one school year. In the case of an Administrator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins provided the activities are agreed to by the Evaluator, Educator and if desired by the Educator, an Association representative.
- C) The Evaluator must complete a summative evaluation for the Administrator at the end of the period determined by the Evaluator for the Plan.
- D) An Administrator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Administrator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Administrator must take to improve and the assistance to be provided to the Administrator by the district. Any changes to an Improvement Plan require a conference with the Administrator and, if appropriate, representation from the Association.

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- F) The Improvement Plan process shall include:
- i) Within ten school days of completion of the Summative Evaluation where the overall rating is unsatisfactory, Administrator shall complete a Self-Assessment. The Evaluator shall schedule a meeting with the Administrator and, if requested by the Administrator, an Association Representative, to discuss the Summative rating, the completed Self-Assessment and to identify specific areas for improvement. Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Administrator.
 - ii) No later than three (3) days before the last school day, the Administrator shall meet with the Evaluator to develop the goals and the Improvement Plan. If requested by the Administrator, an Association Representative may be present at this meeting.
 - iii) The Human Resources Director will notify the President of the Association and the Superintendent of any Administrator being placed on an Improvement Plan. The Administrator may request that a representative of the Association attend any meeting(s) in regards to the Improvement Plan as the Administrator's representative.
- G) The Improvement Plan shall:
- i) Define the problem(s) of practice identified through observations and the Summative Evaluation.
 - ii) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - iii) Describe the activities and work products the Administrator must complete as a means of improving performance;
 - iv) Describe the assistance that the district will make available to the Administrator and the connection to the improvement goals;
 - v) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - vi) Detail the timeline for completion of each component of the Plan, including at a minimum four (4) formative assessment reports of the relevant standard(s) and indicator(s);
 - vii) Identify the individuals assigned to assist the Administrator which must include minimally the Supervising Evaluator; and,
 - viii) Include the signatures of the Administrator and Supervising Evaluator and, if appropriate, an Association Representative.
- H) A copy of the signed Plan shall be delivered to the Administrator by the Evaluator in person or by email and signed for by the Administrator which shall confirm receipt by the Administrator only and not necessarily agreement.

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- I) Decision on the Administrator's status at the conclusion of the Improvement Plan.
 - i) All determinations below must be made by no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Administrator has improved his/her practice to the level of proficiency, the Administrator will be placed on a Self-Directed Growth Plan.
 - (b) If the Evaluator determines that the Administrator has improved his/her practice to the level of Needs Improvement, the Administrator will be placed on a Directed Growth Plan.
 - (c) If the Evaluator determines that the Administrator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Administrator be dismissed.

20) Timelines

	Group	Date Due	Additional Notes/Components to be included
Self-Assessment <i>light purple pink yellow turquoise darker two</i>	2 Yr Self-Directed	✓ 12/1 (Y1) ✓	*For the 2013-2014 school year Directed Plans will follow the DEP (year1) schedule.
	Directed	✓ 9/15* ✓	
	Directed less than 1 year	✓ 1/1 ✓	
	Improvement	✓ 9/1 ✓	
	DEP	✓ 10/1 ✓	
	DEP (Year 1)	✓ 11/1 ✓	
Goals & Plan Design	2 Yr Self-Directed	✓ 12/31 (Y1) ✓	Goals should be Group/TEAM Goals
	Directed	✓ 10/15* ✓	
	Directed less than 1 year	✓ 1/15 ✓	
	Improvement	✓ 9/15 ✓	
	DEP	✓ 10/15 ✓	
	DEP (Year 1)	✓ 11/15 ✓	
Formative Evaluation	2 Yr Self-Directed	✓ 12/31 (Y2) ✓	1 Unannounced Obs.
	Directed	✓ 12/31* ✓	1 Unannounced Obs. 1 Formal Obs.
		✓ 4/17 ✓	1 Unannounced Obs. 1 Formal Obs.
	Directed less than 1 year	✓ 3/1 ✓	1 Unannounced Obs. 1 Formal Obs.
	Improvement	✓ 11/1 ✓	1 Unannounced Obs. 1 Formal Obs. (4) Meetings with Evaluator
		✓ 2/1 ✓	1 Unannounced Obs. 1 Formal Obs. (4) Meetings with Evaluator
		✓ 4/1 ✓	1 Unannounced Obs. 1 Formal Obs. (4) Meetings with Evaluator
		✓ 5/15 ✓	1 Unannounced Obs. 1 Formal Obs. (4) Meetings with Evaluator
	DEP	✓ 4/17 ✓	2 Unannounced Observations 1 Formal Observation
	DEP (Year 1)	✓ 12/31 ✓	1 Unannounced Obs. 1 Formal Obs.
		✓ 4/17 ✓	1 Unannounced Obs. 1 Formal Obs.
	Summative Evaluation	2 Yr Self-Directed	✓ 5/1 (Y2) ✓
Directed		✓ 5/1 ✓	
Directed less than 1 year		✓ 5/1 ✓	1 Additional Unannounced Obs.
Improvement		✓ 6/1 ✓	
DEP		✓ 5/1 ✓	
DEP (Year 1)		5/1 ✓	

A) **Educator Administrators on Plans of Less than One Year**

- i) The timeline for Administrators on Plans of less than one year will be established in the Educator Plan.

21) Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A supervisor considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The supervisor's decision is subject to review and approval by the superintendent.
- B) In order to qualify to apply for a promotional position within the Association, the Administrator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.

22) Rating Impact on Student Learning Growth

DESE will provide model contract language and guidance on rating Administrator impact on student learning growth based on state and district-determined measures of student learning by May 15, 2013. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.

23) Using Student feedback in Administrator Evaluation

DESE will provide model contract language, direction and guidance on using student feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

24) Using Staff feedback in Administrator Evaluation

DESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

25) Transition from Existing Evaluation System

- A) The parties shall agree on a process for identifying the Educator Plan that each Administrator will be placed on during the Administrator's first year being evaluated under the new procedures, providing that Administrators who have received ratings of unsatisfactory or its equivalent in the prior year will be placed on Directed Growth or Improvement Plans at the sole discretion of the Superintendent. All Association Members with PTS who are not on an Improvement Plan shall be evaluated on a Self-Directed Plan at the start of the 2013 – 2014 school year.
- B) The existing evaluation system will remain in effect until the provisions set forth in this Article are implemented. The relevant timeframe for adopting and implementing new systems is set forth in 603 CMR 35.11(1).

26) General Provisions

- A) Only Administrators who are licensed as administrators may serve as primary evaluators of Administrators.
- B) Evaluators shall not make negative comments about the Administrator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit a supervisor's ability to investigate a complaint, or secure assistance to support an Administrator.
- C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.04), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Administrator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Administrator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Administrator request such a meeting, the Evaluator's supervisor must meet with the Administrator and, if requested by the Administrator, an Association Representative. The Evaluator may attend any such meeting at the discretion of the superintendent.
- E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first five (5) years of implementation and recommend adjustments to the parties.
- F) Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Administrator, then no financial remedy or reinstatement shall issue if there was substantial compliance.
- G) Nothing in this Agreement shall detract from the rights of the School Committee, the Association or individual Educators under the Collective Bargaining Agreement and the applicable law.

**FRAMINGHAM ADMINISTRATORS ASSOCIATION
EVALUATION PROCEDURE FORMS
AND
RUBRICS**

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35.04: Standards and Indicators of Effective Administrative Leadership Practice

School committees shall establish evaluation systems and performance standards for the evaluation of administrators that include all of the principles of evaluation, set forth in 603 CMR 35.00-35.11. School committees may supplement the standards and indicators in 603 CMR 35.04 with additional measurable performance standards consistent with state law and collective bargaining agreements where applicable. The district shall adapt the indicators based on the role of the administrator to reflect and allow for significant differences in assignment and responsibilities. The district shall share the performance standards with all administrators.

- (1) **Instructional Leadership standard:** Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
 - (a) **Curriculum indicator:** Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
 - (b) **Instruction indicator:** Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
 - (c) **Assessment indicator:** Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth and understanding, and also make necessary adjustments to their practice when students are not learning.
 - (d) **Evaluation indicator:** Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:
 1. Ensures educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
 3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases where a discrepancy exists.
 - (e) **Data-informed Decision-making indicator:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.
- (2) **Management and Operations standard:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
 - (a) **Environment indicator:** Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.
 - (b) **Human Resources Management and Development indicator:** Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high quality and effective practice.

- (c) **Scheduling and Management Information Systems indicator:** Uses systems to ensure optimal use of time for teaching, learning and collaboration.
 - (d) **Laws, Ethics and Policies indicator:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
 - (e) **Fiscal Systems indicator:** Develops a budget that supports the district's vision, mission and goals; allocates and manages expenditures consistent with district/school level goals and available resources.
- (3) **Family and Community Engagement standard:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- (a) **Engagement indicator:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.
 - (b) **Sharing Responsibility indicator:** Continuously collaborates with families to support student learning and development both at home and at school.
 - (c) **Communication indicator:** Engages in regular, two-way, culturally proficient communication with families about student learning and performance.
 - (d) **Family Concerns indicator:** Addresses family concerns in an equitable, effective, and efficient manner.
- (4) **Professional Culture standard:** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.
- (a) **Commitment to High Standards indicator:** Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:
 1. **Mission and Core Values:** Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
 2. **Meetings:** Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.
 - (b) **Cultural Proficiency indicator:** Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
 - (c) **Communications indicator:** Demonstrates strong interpersonal, written, and verbal communication skills
 - (d) **Continuous Learning indicator:** Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.
 - (e) **Shared Vision indicator:** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers, and can become responsible citizens and community contributors.

- (f) **Managing Conflict indicator:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

Regulatory Authority:

603 CMR 35.00: M.G.L. c.69, §1B; c.71, §38

Amended by the Board of Elementary and Secondary Education: June 28, 2011.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model School-Level Administrator Rubric.

Structure of the School-Level Administrator Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the School Administrator rubric, including *Curriculum, Instruction, and Evaluation.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Use of the School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of principals by the superintendent (or the superintendent’s designee). The rubric can also be used in the evaluation of other school based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Standard I: Instructional Leadership. *The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources or support for this activity, and/or monitor or assess progress.	Gives educators resources on how to use a backward design approach to planning standards-based units and checks that teachers engage in instructional planning. Sometimes monitors and assesses progress and provides feedback.	Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers staff to create with a backward design approach rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson-planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies appropriate teaching strategies and practices.	While observing practice and reviewing unit plans, looks for and identifies a variety of effective teaching strategies and practices.	Ensures, through observation and review of unit plans, that teachers know and employ effective teaching strategies and practices while teaching their content. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work schoolwide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work schoolwide but allows expectations to be inconsistently applied across the school.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and supports educators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and empowers educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies teaching strategies and practices that are appropriate for diverse learners.	While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.	Ensures, through observation and review of unit plans, that teachers know and employ teaching strategies and practices that are effective with diverse learners while teaching their content. Is able to model this element.

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Indicator I-C. Assessment: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides planning time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	Plans, facilitates, and supports team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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<p>Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:</p> <ol style="list-style-type: none"> 1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists. 				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and models this process through the leader's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than Proficient. Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues around this practice Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.

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Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on the school's strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses the school's strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measurable school and district goals.	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies.	Shares limited data with faculty to identify student and/or educator subgroups that need support; provides limited assistance to educator teams in using data to improve performance.	Uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support.	Leads teams to disaggregate data and identify individuals or groups of students who need support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the school effectively for orderly and efficient movement of students.	Establishes plans, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Inadequately supervises or supports custodial and/or other staff so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Supervises and supports custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a school environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows varying standards to exist in different classrooms and common areas. Addresses student discipline and bullying matters on a case-by-case basis.	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission.	Consistently identifies effective educators who share the school's mission. Empowers faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective educators' career growth.	Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership tasks and monitoring progress and development.	Facilitates the educator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school and educator goals, and are consistently viewed by educators as effective and helpful. Is able to model this element.

Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities with limited success.	Sets expectations for team meetings and creates a schedule that provides sufficient meeting time for all teams. Prevents or deflects activities that prevent staff from focusing on student learning during team time.	Is transparent and forthcoming about expectations for all team meetings. Creates and implements a schedule that maximizes meeting time for all teams. Effectively prevents time-wasting activities. Is able to model this element.

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Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including families whose home language is not English.	Uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions. Is able to model this element.

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Indicator III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs, utilizing a limited set of resources.	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to educator to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to educators and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Reaches out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

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Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element.

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Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff.	May encourage educators and teams to reflect on the effectiveness of instruction and interactions with students and to use data and best practices to adapt instruction but does not support educators in these practices.	Leads all educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. Ensures that staff use data, research, and best practices to adapt instruction to achieve improved results.	Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students and uses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

APPENDIX A2 SCHOOL LEVEL ADMINISTRATOR RUBRIC

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model “SISP” Rubric.

Structure of the Specialized Instructional Support Personnel (SISP) Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the SISP rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Specialized Instructional Support Personnel (SISP) Rubric

This rubric describes practice that is common across educators in professional support roles such as school counselors, school psychologists, school nurses, and others defined in the recognition clause of the appropriate collective bargaining agreement. It is intended to be used throughout the 5 step evaluation cycle for educators who provide direct services such as education, therapy, counseling, assessment, and diagnosis to a caseload of students, as well as educators who may provide indirect support to students through consultation to and collaboration with teachers, administrators, and other colleagues.

The roles and responsibilities of educators to whom this rubric will be applied will vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Student Support	B. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration 2. Consultation
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

Note: The SISP rubric is designed to have close alignment with the teacher rubric to emphasize commonalities across educators. Please see Appendix E addressing "Role-Specific Indicators" for additional guidance and samples of how to strategically supplement this rubric to further differentiate by role.

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students" Standard (II), the "Instruction Indicator" (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Standard I: Curriculum, Planning, and Assessment. *promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Professional Knowledge	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	Demonstrates knowledge of students’ developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development ¹	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

¹ "Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Standard II: Teaching All Students. Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.	May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.	Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices and/or supports to accommodate differences.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-2. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this element.

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Indicator II-D. Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific standards for student work, effort, interactions, and behavior clear to students.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot accomplish challenging goals. .	May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort. .	Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Standard III: Family and Community Engagement. Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning, behavior, and/or wellness expectations.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.
III-B-2. Student Support	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.

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Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

APPENDIX A3 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP) RUBRIC

Standard IV: Professional Culture. Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.

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Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

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Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum, Instruction, and Evaluation.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted

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during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

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Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

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Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

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Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

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Indicator I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than Proficient. Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

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Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

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Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

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Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

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Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

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Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

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Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

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Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

APPENDIX A6 SUPERINTENDENT RUBRIC FOR CENTRAL OFFICE OR NON-SCHOOL BASED ADMINISTRATORS

Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

APPENDIX A6 SUPERINTENDENT RUBRIC FOR CENTRAL OFFICE OR NON-SCHOOL BASED ADMINISTRATORS

Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

APPENDIX A6 SUPERINTENDENT RUBRIC FOR CENTRAL OFFICE OR NON-SCHOOL BASED ADMINISTRATORS

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

Educator:	Position:
Supervising Evaluator:	
Date of Summit/Team Goal Setting Meeting:	

Part I: Analysis of Student Learning, Growth, and Achievement

After analyzing available data during your summit, briefly summarize areas of strength and high-priority concerns for your students for this school year. Cite evidence from your analysis of data. This form must be individually submitted by each educator, but the results of Part I can be used by all individuals on a team who jointly analyzed data.

Areas of Student Strengths	Evidence
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Areas of High-Priority Concerns	Evidence
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Part II: Assessment of Practice Using Performance Rubrics

After reviewing the appropriate rubric, briefly summarize your areas of strength and your priority areas for professional growth. Please cite the standard(s), indicator(s), or element(s). This form must be individually submitted by each educator, but Part II can be used by all individuals who are preparing to develop team goals.

Areas of Professional Strengths	Standard, Indicator, or Element
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Areas for Professional Growth	Standard, Indicator, or Element
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Educator's Signature: _____ Date: _____
 Evaluator's Signature: _____ Date: _____

PROFESSIONAL PRACTICE GOAL PROPOSAL AND PLAN DEVELOPMENT FORM **APPENDIX B2**

Educator: _____ **Position:** _____

Supervising Evaluator: _____

Educator Plan: Self-Directed Growth Plan (2 year) Self-Directed Growth Plan (1 year) Directed Growth Plan Developing Educator Plan Improvement Plan

Date Proposal Submitted to Evaluator: _____

Part I: Educator completes and submits to evaluator by November 1. Using your self-assessment summary form, please propose a SMART goal with accompanying plan for your professional growth this year. You are encouraged to work with a team of colleagues to develop this, but each individual educator must complete this form for the goal setting and plan development meeting with his/her evaluator.

SMART GOAL and PLAN FOR PROFESSIONAL PRACTICE		
S: Specific and Strategic		
<p>What is your specific, targeted goal?</p> <p>M: Measurable</p>		
<p>How will you know you have achieved your goal?</p> <p>A: Action-Oriented</p>		
<p>What actions/steps will you take to achieve your goal?</p>	<p>R: Rigorous, Realistic, Results-Focused</p> <p>What supports are available to help you achieve your goal?</p>	<p>T: Timed and Tracked</p> <p>What is your timeline, including progress monitoring?</p>
		Tracking

Part II: Goal Finalization and Plan Development Approval or Meeting
 If proposed goals change during the goal setting meeting with the evaluator, changes may be recorded directly on the original sheet or a revised goal may be recorded on a new sheet which should be stapled to the original sheet within 5 days of the meeting. The educator has 5 days to sign and to provide a written response, if any. Educator's signature indicates receipt, not necessarily agreement.

Proposed Goal & Plan Approved Revised Goal & Plan Approved and/or Attached Educator written response attached

Evaluator's Signature: _____ Date: _____

Educator's Signature: _____ Date: _____

STUDENT LEARNING GOAL PROPOSAL AND PLAN DEVELOPMENT FORM

APPENDIX B3

Educator: _____ Position: _____

Supervising Evaluator: _____

Educator Plan: Self-Directed Growth Plan (2 year) Self-Directed Growth Plan (1 year) Directed Growth Plan Developing Educator Plan Improvement Plan

Date Proposal Submitted to Evaluator: _____

Part I: Educator completes and submits to evaluator. Using your self-assessment summary form, please propose a SMART goal with accompanying plan for your professional growth this year. You are encouraged to work with a team of colleagues to develop this, but each individual educator must complete this form for the goal setting and plan development meeting with his/her evaluator.

SMART GOAL and PLAN FOR STUDENT LEARNING

<p>S: Specific and Strategic</p> <p>What is your specific, targeted goal?</p> <p>M: Measurable</p> <p>How will you know you have achieved your goal?</p>	<p>A: Action-Oriented</p> <p>What actions/steps will you take to achieve your goal?</p>	<p>R: Rigorous, Realistic, Results-Focused</p> <p>What supports are available to help you achieve your goal?</p>	<p>T: Timed and Tracked</p> <p>What is your timeline, including progress monitoring?</p>	<p align="center">Tracking</p>
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Part II: Goal Finalization and Plan Development Approval or Meeting
 If proposed goals change during the goal setting meeting with the evaluator, changes may be recorded directly on the original sheet or a revised goal may be recorded on a new sheet which should be stapled to the original sheet within 5 days of the meeting. The educator has 5 days to sign and to provide a written response, if any. Educator's signature indicates receipt, not necessarily agreement.

Proposed Goal & Plan Approved Revised Goal & Plan Approved and/or Attached Educator written response attached

Evaluator's Signature: _____ Date: _____

Educator's Signature: _____ Date: _____

ORID Protocol

Name:

Data Source:

Data Conversation Step	Questions to Think About	Your Comments
<p>Objective Level</p> <ul style="list-style-type: none"> ➤ Examine the data ➤ Identify factual information 	<ul style="list-style-type: none"> ➤ What are the facts? ➤ What factual statements can you make based on the data? 	
<p>Reflective Level</p> <ul style="list-style-type: none"> ➤ Make connections ➤ Free flow of ideas/imagination 	<ul style="list-style-type: none"> ➤ What questions or concerns do you have? 	
<p>Interpretive Level</p> <ul style="list-style-type: none"> ➤ Identify patterns and determine their significance or meaning ➤ Articulate underlying insights 	<ul style="list-style-type: none"> ➤ What does the data tell us? ➤ What doesn't it tell us and what else might we need to know? 	
<p>Decisional Level</p> <ul style="list-style-type: none"> ➤ Propose Next Steps ➤ Develop an action plan ➤ Make decisions 	<ul style="list-style-type: none"> ➤ What is our action plan (instructional, student support, etc.) for improving student progress? 	

IMPROVEMENT PLAN

<p>Educator:</p>				
<p>School:</p>				
<p>Position:</p>				
<p>Contributing/Supervising Evaluator:</p>				
<p>Primary Evaluator:</p>				
<p>Identification of Specific Unsatisfactory Performance In this section, state specifically the unsatisfactory aspects that led to the improvement plan.</p>	<p>Definition of Improvement Goals In this section, write the specific goals/changes in practice the educator must attain to address the unsatisfactory aspects.</p>	<p>Description of Activities and Work Products Required In this section, describe the professional development activities and work products the educator must complete as part of the improvement plan.</p>	<p>Description of District Assistance In this section, describe the assistance, mentoring, and/or coaching that the district will commit to the educator during the improvement plan period. Assign specific individuals for each item, if applicable.</p>	<p>Measurable Outcomes Expected In this section, describe the measurable outcomes that will be accepted as evidence of improvement.</p>
				<p>Timeline of Improvement Plan In this section, detail the specific timelines of all aspects of the improvement plan.</p>

Acknowledgement of Improvement Plan

Signature of Evaluator _____ Date _____

Signature of Educator* _____ Date _____

*Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator has the opportunity to respond to this report in writing and to seek union counsel prior to signing the plan.

Decision of Evaluator at the End of the Improvement Plan

Based on the attached Summative Evaluation Report (Appendix C2), the educator has (check one):

- Improved practice to proficiency; develop Self-Directed Educator Plan
- Made substantial progress towards proficiency; develop Directed Growth Educator Plan
- Not making substantial progress towards proficiency; recommend dismissal
- Continued unsatisfactory performance; recommend dismissal

Signatures of Receipt of Evaluator's Final Determination

Educator _____ Date: _____

Primary Evaluator _____ Date: _____

Contributing/Supervising Evaluator _____ Date: _____

**FRAMINGHAM PUBLIC SCHOOLS
Formative Assessment Report**

Educator:	Position:
Primary Evaluator:	
Contributing/Supervising Evaluator:	
Meeting Dates:	
Characterization of Performance to Date Needs Improvement (NI) to meet the standard Adequate Progress (A) toward meeting the standard Sufficient Progress (S) toward meeting the standard Meeting (M) the standard	
PERFORMANCE ON EACH STANDARD (Describe performance and feedback for improvement.)	
<u>I Instructional Leadership or Curriculum, Planning, and Assessment</u>	<u>CHARACTERIZATION:</u>
<u>II Management and Operations or Teaching All Students</u>	<u>CHARACTERIZATION:</u>
<u>III Family and Community Engagement</u>	<u>CHARACTERIZATION:</u>
<u>IV Professional Culture</u>	<u>CHARACTERIZATION:</u>

The educator shall have the opportunity to respond in writing to this assessment. Signature of educator indicates receipt, not necessarily agreement with the assessment.

Educator's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

**FRAMINGHAM PUBLIC SCHOOLS
Summative Evaluation Report**

Educator:	
School:	Position:
Primary Evaluator:	
Contributing/Supervising Evaluator:	
Meeting Dates:	

The employee will be rated using one of the following ratings:

- Exemplary (E)**—The employee’s performance *exceeds* professional standards and position requirements.
- Proficient (P)**—The employee’s performance *meets* professional standards and position requirements.
- Needs Improvement (NI)**—The employee’s performance is *approaching* professional standards and position requirements.
- Unsatisfactory (U)**—The employee’s performance *does not meet* professional standards and position requirements.

The evaluator will rate progress towards the educator’s professional growth goal and mark the rating for each of the four standards. Evidence must be provided for each for rating. Comments must include the data which formed the factual basis for any Needs Improvement or Unsatisfactory rating and the evaluator’s specific expectation with regard to improvement. An Improvement Plan (Appendix B5) must be completed for each item which is rated as Unsatisfactory.

Data-gathering procedures followed during the evaluation are as per Appendix D, which is attached.

Progress Towards Professional Growth Goal			
Attained <input type="checkbox"/>	Substantial <input type="checkbox"/>	Progressing <input type="checkbox"/>	No evidence of progress <input type="checkbox"/>
<u>Evidence and Suggestions for Further Growth:</u>			

Progress Towards Student Learning Goal			
Attained <input type="checkbox"/>	Substantial <input type="checkbox"/>	Progressing <input type="checkbox"/>	No evidence of progress <input type="checkbox"/>
<u>Evidence and Suggestions for Further Growth:</u>			

Standards and Indicators of Effective Administrative Practice

The Standards and Indicators, listed in Appendix A, apply to all educators where applicable. The comprehensive list is intended to guide the evaluator and the educator in setting forth those general areas which will be the focus of the supervisory and evaluation process.

I. Instructional Leadership or Curriculum, Planning, and Assessment	RATING:
<u>Evidence and Suggestions for Further Growth:</u>	

II. Management and Operations or Teaching All Students	RATING:
<u>Evidence and Suggestions for Further Growth:</u>	

III. Family and Community Engagement	RATING:
<u>Evidence and Suggestions for Further Growth:</u>	

IV. Professional Culture	RATING:
<u>Evidence and Suggestions for Further Growth:</u>	

SUMMATIVE PERFORMANCE RATING:
Summary Statement: (Additional sheets may be attached.)

- Next Evaluation Cycle:**
- Development Plan (Educator without PTS)
 - Self-Directed Growth Plan (1 year)
 - Self-Directed Growth Plan (2 year cycle)
 - Directed Growth Plan (up to 1 year)
 - Improvement Plan (up to 1 year)

The educator’s signature represents receipt only. If the educator wishes to attach a written statement, it must be submitted to the primary evaluator before the start of the following school year.

ATTACHMENTS: ___ Yes ___ No

Signatures:

Educator: _____ Date: _____

Primary Evaluator: _____ Date: _____

FRAMINGHAM PUBLIC SCHOOLS
Two-Year Self-Directed Growth Plan
(PTS Educators with Proficient or Exemplary Summative Rating Only)
Formative Evaluation Report—Year 1 of 2-Year Cycle

Educator:	Position:
Primary Evaluator:	
Contributing/Supervising Evaluator:	
Meeting Dates:	

Assessing:

- Progress towards attaining goals
 Performance on Standards
 Both

EVALUATING PROGRESS TOWARDS GOALS SECTION (additional sheets may be added)
<p><u>Progress Towards Professional Growth Goal</u></p> <p>Achieved <input type="checkbox"/> Substantial <input type="checkbox"/> Progressing <input type="checkbox"/> No evidence of progress <input type="checkbox"/></p> <p><u>Evidence and Suggestions for Further Growth:</u></p>
<p><u>Progress Towards Student Learning Goal</u></p> <p>Achieved <input type="checkbox"/> Substantial <input type="checkbox"/> Progressing <input type="checkbox"/> No evidence of progress <input type="checkbox"/></p> <p><u>Evidence and Suggestions for Further Growth:</u></p> <p align="center">IMPLEMENTATION OF THIS SECTION FOR SY 2014-2015</p>

EVALUATING PERFORMANCE ON STANDARDS SECTION (additional sheets may be added)
<p><input type="checkbox"/> Evaluator is assigning same ratings as prior Summative Evaluation (no comments needed)</p> <p><input type="checkbox"/> Evaluator is assigning ratings that differ from prior Summative Evaluation (comments required)</p>
<p><u>I. Instructional Leadership or Curriculum, Planning, and Assessment Feedback</u></p> <p>Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <input type="checkbox"/></p>

II. Management and Operations or Teaching All Students Feedback

Exemplary Proficient Needs Improvement Unsatisfactory

III. Family and Community Engagement Feedback

Exemplary Proficient Needs Improvement Unsatisfactory

IV. Professional Culture Feedback

Exemplary Proficient Needs Improvement Unsatisfactory

Overall Rating, Strengths, and Feedback for Further Growth

Exemplary Proficient Needs Improvement Unsatisfactory

EDUCATOR PLAN MOVING FORWARD:

- | | |
|--|---|
| <input type="checkbox"/> Continue to Year 2 of Self-Directed Growth Plan | <input type="checkbox"/> Directed Growth Plan |
| <input type="checkbox"/> Developing Educator Plan | <input type="checkbox"/> Improvement Plan |

The educator shall have the opportunity to respond in writing to this evaluation. Signature of educator indicates receipt, not necessarily agreement with the assessment.

Educator: _____ **Date:** _____

Primary Evaluator: _____ **Date:** _____

EVALUATION DATA-GATHERING TRACKING STATEMENT

Section A: *to be completed on the first day of employment of the school year*

Employee: _____ Date: _____
 Position/Department: _____ School: _____

Primary Evaluator: _____
 (Principal or Headmaster)

Contributing/Supervising Evaluator (if any): _____
 (Assistant Principal or Department Chairperson) Use an asterisk (*) to denote if the contributing evaluator is also to serve as the supervising evaluator

Educator Plan: Self-Directed Growth Plan (2 year) Self-Directed Growth Plan (1 year)
 Directed Growth Plan Developing Educator Plan
 Improvement Plan

Primary Evaluator's Signature: _____ Date: _____

Educator's Signature: _____ Date: _____

Section B: *to record ongoing parts of the evaluation cycle*

Evaluation Step	Date(s)	Educator's Initials	Primary Evaluator's Initials
Self-Assessment completed during Summit			
Self-Assessment and Goal Proposal Form submitted to evaluator			
Educator Goal(s) agreed upon and recorded in Section A of the appropriate evaluation reporting form			
<input type="checkbox"/> Formative Assessment Conference, if any (Developing Educator, Directed Growth, or Improvement Plans only)			
<input type="checkbox"/> Formative Evaluation Conference, if any (Self-Directed Growth Plan, 2 year cycle only)			
<input type="checkbox"/> Formative Assessment Report completed (Developing Educator, Directed Growth, or Improvement Plans only)			
<input type="checkbox"/> Formative Evaluation Report completed (Self-Directed Growth Plan, 2 year cycle only)			
Educator response to Formative Report submitted to evaluator, if any			
Summative Evaluation Conference			
Summative Evaluation Report Completed			
Educator response to Summative Report submitted to evaluator, if any			

Evidence Log Entry Form

Educator's Name: _____ Date of Evidence Collection: _____
 Evaluator's Name: _____

Source of Evidence

- Announced Observation** **Unannounced Observation** **Educator-Submitted** **Other** (Please specify): _____

Evidence Collected/Submitted	Characterization of Evidence		Feedback (Attach additional pages as needed)
(If Evaluator collects evidence, the Evaluator should describe the evidence in this column. If the Educator submits evidence, the Educator should describe the evidence in this column for the Evaluator to characterize in subsequent columns.)	<input type="checkbox"/> Effective practice or <input type="checkbox"/> Developing practice	<p style="text-align: center;">Proceed to Feedback Section →</p> (Feedback must be provided within 5 school days of date of evidence collection.)	<p>(Evaluator: After writing feedback, proceed to bottom of Page 2. Check appropriate box, initial, and date.)</p> <p>(Educator: After reading feedback, proceed to Page 2. Write a response, if desired. Then, initial and date, and return form to evaluator within 5 school days of receipt.)</p>
	<p>OR</p> <p>Schedule a Meeting to Talk in Person</p> <p>(Evaluator: Make this request within 2 school days of the date of evidence collection.)</p> <p>(Evaluator and Educator: Work together to find a mutually agreeable date and time within 3 school days. The meeting must be held separately from any communication conducted to schedule the meeting.)</p> <p>Evaluator's Questions for Meeting:</p> <p style="text-align: center;">After the Meeting Takes Place, Proceed to Page 2.</p>		

Meeting Notes (to be completed by Evaluator after a meeting, if requested by the Evaluator, is held) Date of Meeting: Highlights:	Characterization Following Meeting <input type="checkbox"/> Effective practice or <input type="checkbox"/> Developing practice Evaluator: Return to page one and complete Feedback section. Feedback must be provided within 2 school days of meeting.
	<input type="checkbox"/> Needs improvement ↓ Evaluator: Proceed to Detailed Feedback section below. Feedback must be provided within 2 school days of meeting.

Detailed Feedback (Attach additional pages as needed)	
1. Standards/Indicators in question	2. Supporting evidence for concerns
3. Suggested actions for correcting the problem(s)	4. Supports and resources available to the Educator
5. Timeline to implement expected changes	

Educator Response (Optional; attach additional pages as needed)
--

Delivered to Educator via <input type="checkbox"/> mailbox (in envelope) <input type="checkbox"/> in person or <input type="checkbox"/> email _____ Date: _____	Evaluator's initials: _____
Educator must initial to acknowledge receipt and return within 5 school days. _____ Date: _____	Educator's initials: _____
An Educator response (see above) is optional.	