

A watercolor-style map of Louisiana in shades of blue and white, serving as the background for the title.

# **LOUISIANA LEADER**

---

## **Performance Evaluation Rubric**

Components 2a & 3a updated for 2013-2014

Domain I	School Vision
<p>a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision</p>	<ul style="list-style-type: none"> <li>• A vision for achievement describes high academic expectations for all students; the vision provides the picture of the school's future. Effective principals ensure that the vision is lived in practice, encouraging behaviors that support it and addresses behaviors that undermine it.</li> <li>• To develop the vision, leaders must enlist the support of all stakeholders. The process facilitates ownership and institutionalization of the vision and ensures that the vision includes multiple perspectives and lenses.</li> <li>• To realize the vision, leaders must put data driven school level goals into place; these goals describe how the school will reach the vision. Strategic school leaders adjust the school level goals to ensure they are driving improvements in achievement. School level goals should be set and managed by data gathered from multiple sources including student learning outcomes, needs assessments and observations of teacher practice. As the needs of the school change, the leader will have to work with stakeholders to identify school level goals and strategies that will foster student growth.</li> </ul>

**Component a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision**

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> <li>• Rarely maintains focus on vision or school goals – rarely refers to goals and does not identify how the goals align to the vision</li> <li>• Rarely makes time to meet with families or stakeholders; openly disrespects or dismisses families or stakeholders; does not address staff or stakeholders who contradict the vision</li> <li>• Does not align school resources accurately; does not maintain systems to support the school’s learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Sets school-wide goals that are aligned to the school’s vision and use one or two sources of data; references goals and/or vision in meetings/planning sessions, but inconsistently connects them to the day-to-day work of the school</li> <li>• Shares the school’s vision for achievement with stakeholders; inconsistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations</li> <li>• Aligns resources with a focus on materials, supplies and equipment; creates some systems using resources to further the school’s learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vision and analysis of multiple types of data to set goals; references goals and/or vision in all meetings/planning sessions and consistently connects them to the day-to-day work of the school</li> <li>• Actively engages stakeholders in the school’s vision for achievement; shares specific ways families and stakeholders can support student learning; consistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations</li> <li>• Aligns resources: time, human and, when appropriate, fiscal to create and uphold systems that further the school’s learning goals; develops and implements systems that maximize instructional time by generating strategic schedules and calendars; confirms that staff have necessary materials, supplies, and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vision and analysis of multiple forms of data to set goals and aligns all decisions to the school-wide goals and vision, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vision and goals; builds staff capacity to use the vision and goals to make instructional decisions</li> <li>• Continuously creates two-way links between families and the school; actively engages stakeholders in the school’s vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations</li> <li>• Continually aligns resources: time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals; develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress; ensures that staff have necessary materials, supplies, and equipment</li> </ul>

---

**Component a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision**

**Examples of Evidence**

- School vision and goals are shared with stakeholder groups
- Written values and beliefs reflect high expectations for all students
- Building-wide goals and vision are shared and widely known within the school community
- Parents, staff and others are clear about academic expectations and homework guidelines
- Students describe and demonstrate effective effort, behaviors and beliefs across classrooms
- Academic work and homework guidelines are shared with parents, staff and others
- Families are included and invested in the school community
- Families are aware of learning expectations and strategies to support student learning outside the school day
- Staff and fiscal resources are aligned with strategic priorities

Domain II	School Culture
<p>a. Facilitates collaboration between teams of teachers</p> <p>b. Provides opportunities for professional growth and develops a pipeline of teacher leaders</p> <p>c. Creates and upholds systems which result in a safe and orderly school environment</p>	<ul style="list-style-type: none"> <li>• School culture is the context that allows for effective teaching and learning to take place. Culture is continuously reinforced by the school leader, teachers, and students through practices and actions that tell every stakeholder: <i>this is how we do school here</i>. Effective leaders establish cultures of achievement by maintaining a learning environment that is conducive to learning and safe for all students.</li> <li>• In a learning culture, teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement. School leaders ensure that teachers work in teams to examine student work that is rigorous and aligned with the Compass rubric. Professional growth is expected and leaders create meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.</li> </ul>

Component a. Facilitates collaboration between teams of teachers			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<p><b>Makes minimal or unsuccessful attempts to ensure teacher collaboration.</b></p> <ul style="list-style-type: none"> <li>• Schedule does not include time for teachers to collaborate</li> <li>• Teacher collaboration meetings are rarely focused on student work or on Common Core standards or instructional shifts</li> <li>• Rarely attempts to monitor progress of collaboration or to provide feedback on collaboration</li> </ul>	<p><b>Attempts to ensure teacher collaboration is occurring.</b></p> <ul style="list-style-type: none"> <li>• Schedule includes time for teachers to collaborate</li> <li>• Teacher collaboration is sometimes focused on student work or on Common Core standards or instructional shifts</li> <li>• Attempts to monitor progress of collaboration meetings, but with uneven information and results</li> <li>• Attempts to provide feedback on collaboration but feedback is not actionable or connected to student learning</li> </ul>	<p><b>Ensures regular routines for teacher collaboration are in place.</b></p> <ul style="list-style-type: none"> <li>• Takes an active role in teacher collaboration meetings</li> <li>• Teacher collaboration is focused on assessing Common Core-level student work (e.g., classroom assignments, assessment results, student engagement)</li> <li>• Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement</li> <li>• As a result of collaboration, identifies specific next steps for each teacher and follows up with frequent, actionable feedback to ensure improvement in teacher effectiveness</li> </ul>	<p><b>In addition to the characteristics of "Proficient," has successfully built the capacity of teacher leaders to lead and facilitate collaboration.</b></p> <ul style="list-style-type: none"> <li>• Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle and that teachers experience feedback received through observation and collaboration as part of a single process of development</li> <li>• Identifies and builds the capacity of teachers to lead and facilitate the collaboration cycle by providing feedback on meetings while intermittently monitoring collaboration</li> <li>• Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle</li> <li>• Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and providing feedback on implementation</li> <li>• There is clear evidence of increased student achievement as a result of teacher collaboration</li> </ul>

---

## Component a. Facilitates collaboration between teams of teachers

### Examples of Evidence

- Review school schedule for evidence of professional learning communities and/or collaborative learning structures.
- Teacher and teacher leader interviews for evidence of teacher and leader roles in facilitating collaboration, changes in practice and student outcomes that occur as a result of collaboration, etc.
- Teachers review data regularly and teachers are aware of school and grade targets and progress toward those targets.
- Review of collaboration outcomes and student performance data following collaboration time.
- Observations or co-observations of collaborative meetings.
- Observations of feedback conversations.
- Assess student work against Common Core-level exemplars.

**Component b. Provides opportunities for professional growth and develops a pipeline of teacher leaders**

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> <li>• Rarely uses data to determine what development activities or instructional strategies will advance teacher effectiveness</li> <li>• Rarely provides opportunities for professional growth to improve teacher effectiveness and/or provides opportunities that are misaligned with teacher need</li> <li>• Does not maintain a pipeline of teacher leaders or identify potential teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Uses anecdotal data gathered to determine what development activities or instructional strategies will best advance teacher effectiveness</li> <li>• Provides infrequent opportunities for professional growth to improve teacher effectiveness that attempt to align with teacher need</li> <li>• Identifies mid- and high-performing teachers and attempts to develop their leadership skills, but creates minimal opportunities for teacher leaders to support others in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness</li> <li>• Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly</li> <li>• Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid- and high-performing teachers and developing their leadership skills and creating opportunities for them to take on additional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness</li> <li>• Improves teacher effectiveness by providing opportunities for professional growth and on-going supports and provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly</li> <li>• Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid- and high-performing teachers; developing their leadership skills and creating opportunities for them to take on additional responsibilities and creating a formal growth trajectory and plan for the teacher leaders</li> </ul>



---

**Component b. Provides opportunities for professional growth and develops a pipeline of teacher leaders**

**Examples of Evidence**

- Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals
- Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans
- High percentage of teachers rated effective stay in the school
- Teacher leaders, master teachers, and members of the leadership team have focused weekly discussions of student learning outcomes to target key instructional needs
- Multiple staff members serve as instructional leaders in the school, and they lead effective teacher team meetings focused on student learning data and student work
- Leadership team members conduct frequent observations and provide feedback to staff on instructional practices and handling of student conduct concerns with follow-up to track improvement
- Leadership team members take part in regular walk-throughs to observe for the implementation of the common core curriculum

**Component c. Creates and upholds systems which result in a safe and orderly school environment**

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> <li>• Does not maintain a learning environment that is conducive to learning; does not ensure the physical safety of students</li> <li>• Rarely makes expectations for student or adult behavior explicit</li> <li>• Does not consistently implement negative consequences</li> <li>• Does not maintain a physically-safe environment</li> </ul>	<ul style="list-style-type: none"> <li>• Confirms that learning environment is conducive to learning for most students; implements systems to ensure physical safety is maintained for all students</li> <li>• Develops some expectations for student and adult behavior based on the school values and beliefs; identifies negative consequences;</li> <li>• Develops systems to monitor consistent implementation of negative consequences</li> <li>• Confirms the physical environment is safe</li> </ul>	<ul style="list-style-type: none"> <li>• Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults</li> <li>• Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences</li> <li>• Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented</li> <li>• Supervises facilities equipment management and maintenance and confirms the physical environment is safe</li> </ul>	<ul style="list-style-type: none"> <li>• Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders</li> <li>• Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences</li> <li>• Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented</li> <li>• Supervises facilities equipment management and maintenance to enhance learning and confirms the physical environment is safe</li> </ul>

---

**Component c. Creates and upholds systems which result in a safe and orderly school environment**

**Examples of Evidence**

- Routines and procedures are in place, discussed, and implemented
- School building is clean and safe - all basic facilities are in working order
- Physical plant fosters major academic priorities/initiatives
- Values and behaviors are referenced in daily school structures
- A system of positive and negative behavior expectations are consistent (with age appropriate differentiation) across classrooms, grades and content areas
- Written values and beliefs reflect high expectations for all students
- School-wide code of conduct aligned with district and school priorities is in place
- Code of conduct is consistently implemented across all classrooms
- Support staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the achievement of school goals

Domain III	Instruction
<p>a.Observes teachers and provides feedback on instruction regularly</p> <p>b.Ensures teachers set clear, measurable objectives aligned to the Common Core</p> <p>c.Ensures teachers use assessments reflective of Common Core rigor</p>	<p>Research has shown that there is a direct correlation between a strong instructional program and an increase in academic gains. It is critical that school leaders support effective instruction to increase student achievement.</p> <p>Louisiana has adopted the Common Core Curriculum, thus, leaders must ensure all instruction is grounded in and guided by the Common Core Standards. To best support instruction, leaders must ensure teachers have the tools to set clear objectives aligned to the Common Core. They must implement a curricular scope and sequence that fosters rigorous instruction, and they must ensure that teachers have supporting curricular materials that will allow them to implement the curriculum with fidelity.</p> <p>Leaders must observe teachers to provide on-going actionable clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness. Teacher observations and conferences will ensure that all instruction is focused on the development and implementation of goals and objectives aligned with the Common Core Standards.</p> <p>School leaders must also facilitate and support staff use of data to identify and prioritize students' needs in relation to the Common Core Standards. Leaders will ensure that all assessments are Common Core aligned and will hold teachers accountable for on-going analysis of student data to provide rigor and differentiation for all students.</p>

<b>Component a. Observes teachers and provides feedback on instruction regularly</b>			
<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<p><b>Does not complete minimum expectations.</b></p> <ul style="list-style-type: none"> <li>• Rarely uses the Compass Teacher Rubric</li> <li>• Rarely completes formal observations</li> <li>• Rarely provides feedback to teachers</li> <li>• Rarely completes evaluations and/or has unclear evaluation process in place</li> </ul>	<p><b>Completes minimum expectations.</b></p> <ul style="list-style-type: none"> <li>• Using the Compass Teacher Rubric, completes minimum expected observations</li> <li>• Ensures observers rate observations using the Compass Teacher Rubric</li> <li>• After each required observation, shares ratings and notes with teacher, including suggestions for improvement</li> <li>• Ensures that new teachers receive additional formative observations</li> </ul>	<p><b>Engages in continuous conversation with teachers about student results on the Common Core State Standards and the teacher actions that will advance student learning even further, or successfully manages through staff.</b></p> <ul style="list-style-type: none"> <li>• Using the Compass Teacher Rubric, regularly observes instruction and gathers evidence of student achievement and teacher performance</li> <li>• Uses evidence gathered through observations and walkthroughs to deliver specific, actionable feedback to teachers, identifying concrete improvements to be made, based on the rubric</li> <li>• Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving</li> </ul>	<p><b>In addition to the characteristics of “Proficient,” ensures systems and structures are in place to support continuous teacher improvement or successfully manages through staff.</b></p> <ul style="list-style-type: none"> <li>• Ensures that the observation and feedback cycle is integrated with teacher collaboration routines</li> <li>• Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers</li> <li>• Collaborates with other teacher evaluators in the building to ensure consistent use of the Compass Teacher Rubric and to ensure evaluators are aligned in their feedback to teachers</li> <li>• There is clear evidence of increased student achievement on Common Core State Standards as a result of the observation and feedback process</li> </ul>

---

## Component a. Observes teachers and provides feedback on instruction regularly

### Examples of Evidence

- Interviews with teachers who are able to articulate their strengths and areas for growth, the specific steps they are taking to improve, and the impact those steps will have on student outcomes.
- Review the number of observations and quality of feedback in the Compass Information System.
- Review observation feedback and compare to student outcome data.
- Co-observations of teacher practice with the evaluator through frequent observations and/or walk-throughs.
- Observation of evaluator feedback to teacher. Evaluator is providing frequent, actionable feedback to teachers identifying specific improvements that can be made on the rubric. Evaluator follows-up on feedback.
- Review of tools the school uses to manage the observation schedule- (online trackers, shared calendars, etc.).
- Observation data is easily and regularly shared by and between evaluators
- Observation of collaboration meetings
- Review of collaboration meeting agendas, in conjunction with observation and walkthrough data

Component b. Ensures teachers set clear, measurable objectives aligned to the Common Core			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> <li>• Sets non-rigorous annual student learning targets</li> <li>• Rarely ensures teachers are using a curriculum scope and sequence or assessments that are Common Core aligned</li> <li>• Rarely assesses the implementation of Common Core Standards</li> <li>• Rarely ensures instructional practices that support the learning of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Sets annual student learning targets that aim for the academic growth of students</li> <li>• Supports teachers' choice around strong curriculum materials; ensures teachers in core content areas are using a curriculum scope and sequence and assessments that are Common Core aligned</li> <li>• Irregularly assesses the implementation of Common Core Standards by reviewing student outcomes</li> <li>• Ensures core content teachers make minor modifications to their instructional practices to support the learning of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals</li> <li>• Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Common Core aligned</li> <li>• Facilitates effective implementation of Common Core Standards by regularly assessing instructional practices and student outcomes</li> <li>• Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data</li> </ul>	<ul style="list-style-type: none"> <li>• Sets annual student learning targets and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals</li> <li>• Develops teacher's skill set to choose strong curriculum materials; provides scaffolded development as needed and ensures all teachers are using a curriculum scope and sequence and assessments that are Common Core aligned</li> <li>• Builds teacher capacity to effectively implement Common Core Standards by regularly assessing: instructional practices; student work; and student outcomes</li> <li>• Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data</li> </ul>
<b>Examples of Evidence</b>	<ul style="list-style-type: none"> <li>• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track</li> <li>• Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Common Core standards</li> <li>• Staff have a broad repertoire of instructional strategies that they reference in their lesson plans</li> <li>• Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards</li> <li>• Consistent practices are observable across multiple classrooms</li> <li>• Rigorous course content is accessible to all students</li> </ul>		

Component c. Ensures teachers use assessments reflective of Common Core rigor			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> <li>Rarely selects assessments or curricular materials aligned to the Common Core; does not analyze student performance</li> </ul>	<ul style="list-style-type: none"> <li>Selects assessments aligned to the Common Core and analyzes student performance on assessments to identify areas for instructional improvement</li> </ul>	<ul style="list-style-type: none"> <li>Supports the selection of assessments and curricular materials aligned to the Common Core and analyzes student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement</li> </ul>	<ul style="list-style-type: none"> <li>Supports and develops staff, ability to select assessments and curricular materials aligned to the Common Core and builds staff capacity to analyze student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement</li> </ul>
<b>Examples of Evidence</b>	<ul style="list-style-type: none"> <li>Continuous data review process is in place to confirm that students learned taught material</li> <li>Assessments reflect alignment with Common Core standards</li> <li>Multiple analyses of student performance data are examined to support informed decision making</li> <li>Differentiated classroom activities based on students' reading or achievement levels are present in every classroom</li> <li>Disaggregated student data informs instruction</li> <li>Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress</li> </ul>		