



Staff Performance Evaluation Plan Submission Coversheet

SY 2020-21

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2020 submission due date is 9/15/2020.**

School Corporation Name:	
School Corporation Number:	

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents	Pages 5-11
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> • Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (e.g., surveys) 	Pages 12-123
Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	Pages 7-8
<input type="checkbox"/> A definition of negative impact for certificated staff <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> • Definition of negative impact on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth 	Pages 7-8
<input type="checkbox"/> All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components 	Pages 8-11
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	<ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development 	Pages 124-127
Evaluation Plan Discussion			

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	<ul style="list-style-type: none"> • Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	Pages 124-127

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> • Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators 	Pages 5-11
<input type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators 	Pages 5-11
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	Pages 5-11

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	Pages 5-7 and 124-130
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	Pages 131
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Page 10

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<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Page 10
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Page 10
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	Page 10



PLA Staff Performance Evaluation Plan

PLA Teacher Coaching Cycle Process:

- **Coaching Cycles are non punitive observations and an opportunity for real-time feedback. These observations should be unannounced.**
- Onsite observations include 7 domains and are treated as a continuum
 - **Culture and Behavior Management- NEVER SKIP**
 - SEL Teaching Practices- As Needed
 - Classroom Management and Environment- As Needed
 - **Scholar Engagement- NEVER SKIP**
 - **Effective Lesson Components- NEVER SKIP**
 - **Level 1 Instructional Execution- NEVER SKIP**
 - **Level 2 Instructional Execution- NEVER SKIP**
- Virtual observations include 3 domains and are treated as a continuum
 - Culture, Behavior, Classroom Management & SEL
 - Student Engagement and Effective Lesson Components
 - Instructional Execution Level 1 & 2
- How to begin the process?
 - First, start with Domain 1 and calibrate with your leadership team. Really try to quantify indicators as much as you can and identify objective artifacts found in the critical attributes to support each rating.

***IMPORTANT 70-89% is Effective and 90-100% is Highly Effective**

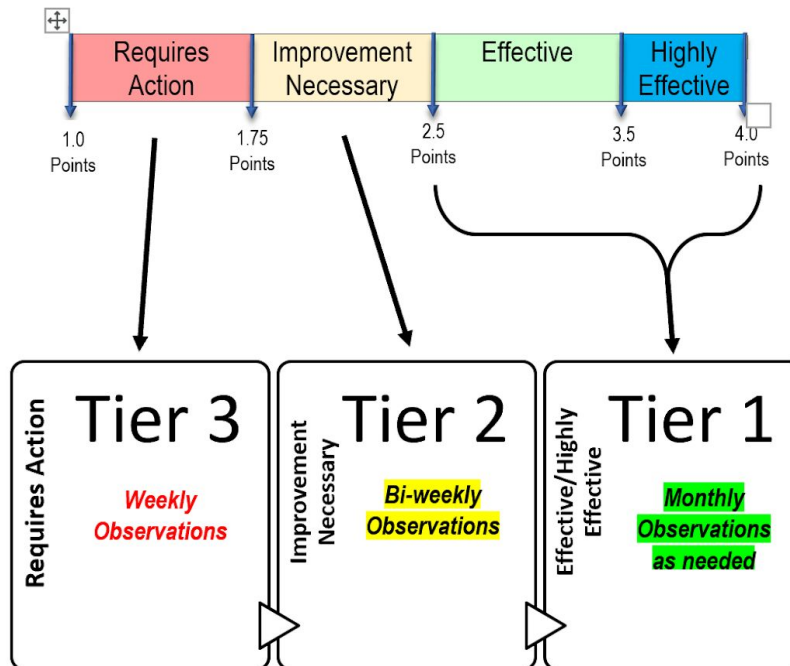
Indicator 1.1	Highly Effective 4 Points	Effective 3 Points	Improvement Necessary 2 Points	Requires Action 1 Point
Lesson Pacing	Lesson progresses at an appropriate pace so that scholars are never disengaged with inattentive or disruptive behavior. Scholars contribute without prompting to the seamless operations of the classroom, maintaining an appropriate pace. >91-100% of scholars are engaged with the lesson	Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior. >71-90% of scholars are engaged with the lesson	The lesson is partially successful as the lesson is sometimes interrupted by inattentive or disruptive behavior. >51-69% of scholars are engaged with the lesson	Much instructional time is lost, and lesson is frequently interrupted by inattentive or disruptive behavior. 50% or less of scholars are engaged with the lesson
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Provides adequate amount of think time ● Paces lesson to build interest and curiosity in scholars ● Adjusts pace to accommodate for prerequisite skills and knowledge 		Scholars: <ul style="list-style-type: none"> ● Actively work on materials and activities ● Demonstrate authentic engagement ● Maintain an overall interest in the content of the lesson 	

- Next, begin with Domain 1 and observe every classroom to identify teacher tiers. Below describes how a teacher qualifies for a tier:



PLA Coaching Cycle Tier Identification

A teacher's comprehensive score for each indicator can be translated to the following rating scale to determine next steps. Borderline points are always rounded up to the nearest tenth.



Teachers can be fluid between the tiers. For example, a teacher could be in Tier 1 for Classroom Culture and Management but move to Tier 2 for Scholar Engagement. We should support teachers where they are and develop the whole teacher over the course of the year.

Each year, teachers start the coaching cycle process over, beginning with the first domain, because each year's class presents its own unique challenges.

- ALWAYS provide either in-person or virtual coaching to feed forward after EVERY observation
 - Enter in the **PLA Coaching Conversation** section of the platform within 24 hours of the observation
 - Include resources, videos, and pictures
- How do you proceed through the rest of the domains?
 - Some domains are far more important than others (**NEVER SKIP: Culture and Behavior Management, Scholar Engagement, Effective Lesson Components, Level 1 Instructional Execution, and Level 2 Instructional Execution**)

- Below is an example of how to spread out the domains during the course of the year.
- **You should ALWAYS calibrate each domain as a leadership team prior to working through the domain.**
- Use the rubric to identify critical attributes for each indicator

Indicator 1.1	Highly Effective 4 Points	Effective 3 Points	Improvement Necessary 2 Points	Requires Action 1 Point
Lesson Pacing	Lesson progresses at an appropriate pace so that scholars are never disengaged with inattentive or disruptive behavior. Scholars contribute without prompting to the seamless operations of the classroom, maintaining an appropriate pace. >91-100% of scholars are engaged with the lesson	Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior. >71-90% of scholars are engaged with the lesson	The lesson is partially successful as the lesson is sometimes interrupted by inattentive or disruptive behavior. >51-69% of scholars are engaged with the lesson	Much instructional time is lost, and lesson is frequently interrupted by inattentive or disruptive behavior. 50% or less of scholars are engaged with the lesson
Critical Attributes	Teacher: <ul style="list-style-type: none"> • Provides adequate amount of think time • Paces lesson to build interest and curiosity in scholars • Adjusts pace to accommodate for prerequisite skills and knowledge 		Scholars: <ul style="list-style-type: none"> • Actively work on materials and activities • Demonstrate authentic engagement • Maintain an overall interest in the content of the lesson 	

● Key Performance Level Indicators

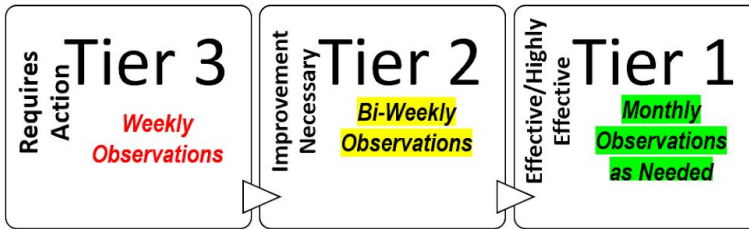
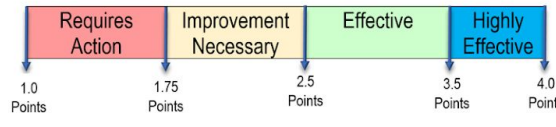
- Performance Level Ratings
- Each teacher will receive a rating at the end of the school year in one of four performance levels:
- **Highly Effective:** A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of

academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher’s students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.



PLA Coaching Cycle Timeline Example



Domain 1: Culture and Behavior Management
Domain 2: SEL Teaching Practices
Domain 3: Classroom Management and Environment
Domain 4: Scholar Engagement
Domain 5: Effective Lesson Components
Domain 6: Level 1 Instructional Execution
Domain 7: Level 2 Instructional Execution

August	September	October	November	December	January	February	March	April	May
Evaluation Window- Mid-year							Evaluation Window- Final		
Domain 1 1X monthly	Domain 2 1X monthly	Domain 3 1X monthly	Domain 4 1X monthly	Domain 5 1X monthly	Domain 6 1X monthly	Domain 7 1X monthly	State Accountability Testing		
Domain 1 Monthly	Domain 2 Monthly	Domain 3 Monthly	Domain 4 Monthly	Domain 5 Monthly	Domain 6 Monthly	Domain 7 Monthly			
Domain 1 Bi-Weekly	Domain 2 Bi-Weekly	Domain 3 Bi-Weekly	Domain 4 Bi-Weekly	Domain 5 Bi-Weekly	Domain 6 Bi-Weekly	Domain 7 Bi-Weekly			

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- **Teacher Goal Setting Window: BOY - October 15**
 - **Must be approved by building leader prior to October 15th**
 - All teachers will have from the start of their school year until October 15 to add their goals in the platform.

- Teachers must enter 2 goals into the PLA Coaching Cycle Platform: one academic scholar growth goal and one educator development goal connected to feedback from the PLA Coaching Cycle Platform domains.

PLA Teacher Performance Evaluation Process:

- **The mid-year evaluation**
 - **Window opens on November 1 and closes on January 15th**
 - Announced
 - Prescheduled at least one week prior to observation
 - Lesson plan submission by teacher
 - 30-45 minute classroom observation
 - Post-conference within one week of observation
 - Evaluations must be completed within the window
 - All supporting documentation must be uploaded into the platform prior to the window closing
 - Post-Conference Form
 - PIP if needed
 - Mid Year Goal Check-in
 - Evaluator must select Exceeds, Meets, or Did Not Meet for MOY goals (not expected to meet until EOY)
- **Final Evaluation**
 - **Window opens on March 1 and closes on May 15th**
 - Unannounced
 - 30-45 minute classroom observation
 - Post-conference within one week of observation
 - Evaluations must be completed within the window
 - All supporting documentation must be uploaded into the platform prior to the window closing
 - Post-Conference Form
 - PIP if needed
 - End of Year Goal Check-in
 - Evaluator must select Exceeds, Meets, or Did Not Meet for EOY goals
- Below shows how the overall Teacher Effectiveness Score is calculated

Mid-Year	50% of overall score	Purposeful Planning Domain= 10%
		Effective Instruction Domain= 70%
		Educational Leadership Domain= 10%
		Professionalism Domain= 10%
Final	50% of overall score	Purposeful Planning Domain= 10%
		Effective Instruction Domain= 70%
		Educational Leadership Domain= 10%
		Professionalism Domain= 10%

1. **Teacher Remediation Plan** – If a teacher received a rating of ineffective or improvement necessary, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve.
2. **Appeal**– A teacher who received a rating of ineffective may file a request for a private conference with the Regional Director not later than 5 days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent.
3. **Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as ineffective. If it is not possible, the school corporation must notify the parents, in writing and by email, of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated ineffective.

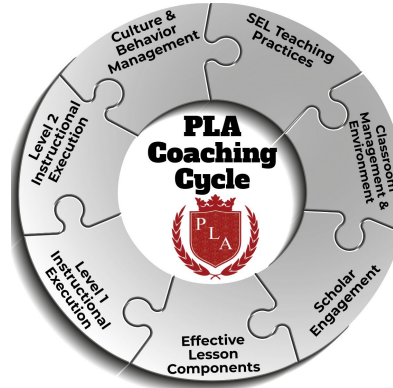
PLA Leader Evaluation Process

- **Leadership Evaluation Rubric is correlated to the APFS to ensure leaders are coached on the same items they are evaluated on.**
- **Leader Goal Setting Window: BOY - October 15**
 - All leaders will have from the start of their school year until October 15 to add their 5 goals in the platform.
 - **Must be approved by CEO, CAO, and RD**
 - Leaders must enter 5 goals into the PLA Coaching Cycle Platform: three academic growth goals, one behavior goal, and one staff development goal
- **The mid-year evaluation**

- Window opens on November 1 and closes on January 15th
- All leaders will complete a mid-year self assessment in the platform
- Regional Directors evaluate principals
- Principals evaluate AP, Deans, Climate and Culture, and Data/Instructional Coaches
- **Leadership Effectiveness Rating is 100% of the overall score at MOY**
- **Final Evaluation**
 - Window opens on March 1 and closes on August 15th
 - All leaders will complete a EOY self assessment in the platform
 - Regional Directors evaluate principals
 - Principals evaluate AP, Deans, Climate and Culture, and Data/Instructional Coaches
 - Accountability Grade: 15% (If for some reason there is no accountability grade, percentage defaults to Leadership Effectiveness Rating)
 - Goals: 30% (If for some reason goals couldn't be completed, percentage defaults to Leadership Effectiveness Rating)
 - EOY Year Goals Check-in
 - Evaluator must select Exceeds, Meets, or Did Not Meet for MOY goals
 - Core Values: 5%
 - Leadership Effectiveness Rating is 50% of the overall score at EOY (If other categories defaulted to this category, it will correspondingly increase)

PLA Coaching Cycle Performance Level Descriptors Rubric

**Domain #1:
Culture and Behavior Management**



Indicator 1.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Lesson Pacing	Lesson progresses at an appropriate pace so that scholars are never disengaged with inattentive or disruptive behavior. Scholars contribute without prompting to the seamless operations of the classroom, maintaining an appropriate pace. <i>>91-100% of scholars are engaged with the lesson</i>	Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior. <i>>71-90% of scholars are engaged with the lesson</i>	The lesson is partially successful as the lesson is sometimes interrupted by inattentive or disruptive behavior. <i>>51-69% of scholars are engaged with the lesson</i>	Much instructional time is lost, and lesson is frequently interrupted by inattentive or disruptive behavior. <i>50% or less of scholars are engaged with the lesson</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Provides adequate amount of think time ● Paces lesson to build interest and curiosity in scholars ● Adjusts pace to accommodate for prerequisite skills and knowledge 		Scholars: <ul style="list-style-type: none"> ● Actively work on materials and activities ● Demonstrate authentic engagement ● Maintain an overall interest in the content of the lesson 	
Indicator 1.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Student Engagement	Instructional time is always preserved, and scholars are engaged in meaningful work during wait time (i.e. taking attendance). Teacher has a fluid system in place	Scholars are engaged in meaningful work during wait time (i.e. taking attendance) because clear procedures are in place.	Scholars are sometimes engaged in meaningful work during wait time (i.e. taking attendance).	Scholars are rarely engaged in meaningful work during wait time (i.e. taking attendance) because of inefficient classroom procedures.

PLA Coaching Cycle Performance Level Descriptors Rubric

	for scholars to self-regulate next steps during wait time. <i>>91-100% of scholars are engaged with meaningful work</i>	<i>>71-90% of scholars are engaged with meaningful work</i>	<i>>51-70% of scholars are engaged with meaningful work</i>	<i>50% or fewer scholars are engaged with meaningful work</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Adjusts lesson for scholar prerequisite skills and knowledge Provides multiple ways of engaging content Establishes procedures for wait time 		Scholars: <ul style="list-style-type: none"> Actively work on meaningful tasks Self-direct during down time 	
Indicator 1.3	Highly Effective	Effective	Improvement Necessary	Requires Action
Teacher/Scholar Rapport	Attitudes and interactions between teachers and scholars are always positive and respectful and inspires student confidence. <i>>91-100% of attitudes and interactions are positive</i>	Attitudes and interactions between teachers and scholars are mostly positive and respectful. <i>>71-90% of attitudes and interactions are positive</i>	Attitudes and interactions between teachers and scholars are sometimes positive and respectful. <i>>51-70% of attitudes and interactions are positive</i>	Attitudes and interactions between teachers and scholars are rarely positive and respectful. <i>50% or less of attitudes and interactions are positive</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Uses respectful dialogue and tone with scholars Makes connections with individual scholars Uses knowledge of student interests to build on instruction Uses language that inspires self-efficacy and “scholar stretch” 		Scholars: <ul style="list-style-type: none"> Exhibit respect for teacher Treat classmates overall with respect Interact with one another in a positive manner 	
Indicator 1.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Instructional Routines	Scholars are always on task and follow the instructions of the teacher without prompting. The teacher has clearly established the routines and procedures for the classroom. <i>>91-100% of scholars are on task and follow instructions</i>	Scholars are mostly on task and follow the instructions of the teacher without much prompting. <i>>71-90% of scholars are on task and follow instructions</i>	Scholars are sometimes on task and sometimes follow the instructions of the teacher without much prompting. <i>>51-70% of scholars are on task and follow instructions</i>	Scholars are rarely on task and even with prompting, rarely follow the instructions of the teacher. <i>50% or fewer scholars are on task and follow instructions</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Establishes expectations for on-task behaviors Clearly communicates directions Clarifies directions 		Scholars: <ul style="list-style-type: none"> Follow directions first time given Stay on task with learning activities Follow routines and procedures 	

PLA Coaching Cycle Performance Level Descriptors Rubric

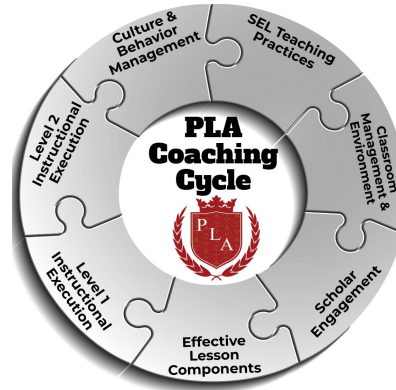
Indicator 1.5	Highly Effective	Effective	Improvement Necessary	Requires Action
Routines and Procedures	Scholars' behavior indicates that expected routines, transitions, and procedures are well executed. <i>>91-100% of scholars' expectations are executed well</i>	Scholars' behavior indicates that expected routines, transitions, and procedures are mostly executed well. <i>>71-90% of scholars' expectations are executed well</i>	Scholars' behavior indicates that expected routines, transitions, and procedures are sometimes executed well. <i>>51-70% of scholars' expectations are executed well</i>	Scholars' behavior indicates that expected routines, transitions, and procedures are rarely executed well. <i>50% or less of scholars' expectations are executed well</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Establishes procedures for instructional/non-instructional activities ● Implements routines that support instructional goals and learning activities ● Monitors expected student behavior 		Scholars: <ul style="list-style-type: none"> ● Demonstrate knowledge and practice of class routines and procedures ● Work productively during small group work ● Remind classmates of expected routines and procedures 	
Indicator 1.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Classroom Management	Conduct expectations are made very clear and executed with precision. Disruptive behavior and off-task conversations are rare. If they do occur, they are addressed with minimal interruption to the lesson and with respect to scholars. <i>>91-100% of expectations are clear and scholars are on task</i>	Conduct expectations are mostly clear. Disruptive behavior and off-task conversations typically don't occur. If they do occur, they are addressed with little interruption to the lesson and with respect to scholars. <i>>71-90% of expectations are clear and scholars are on task</i>	Conduct expectations somewhat unclear. Disruptive behavior and off-task conversations sometimes occur. If they do occur, they are not always addressed with minimal interruption to the lesson and with respect to scholars. <i>>51-70% of expectations are clear and scholars are on task</i>	Conduct expectations are unclear. Disruptive behavior and off-task conversations often occur. When they do occur, they typically interrupt the lesson and are disrespectful to scholars. <i>50% or less of expectations are clear and scholars are on task</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Communicates expectations clearly ● Redirects off-task behavior with minimal interruption ● Uses respect with all scholars 		Scholars: <ul style="list-style-type: none"> ● Follow classroom expectations ● Respond to respectful redirection 	
Indicator 1.7	Highly Effective	Effective	Improvement Necessary	Requires Action
Culture of Achievement	The classroom culture is characterized with the belief that all scholars can succeed if they work hard and take pride in their work. <i>>91-100% of the culture is characterized with the belief that all scholars can succeed</i>	The classroom culture is characterized with the belief that most scholars can succeed if they work hard and take pride in their work. <i>>71-90% of the culture is characterized with the belief that all scholars can succeed</i>	The classroom culture is somewhat established with the belief that some scholars can succeed if they work hard and take pride in their work. <i>>51-70% of the culture is characterized with the belief that all scholars can succeed</i>	The classroom culture is not established with the belief that all scholars can succeed if they work hard and take pride in their work. <i>50% or less of the culture is characterized with the belief that all scholars can succeed</i>

PLA Coaching Cycle Performance Level Descriptors Rubric

Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Believes all scholars can succeed ● Instills culture of hard work ● Fosters pride in work 		Scholars: <ul style="list-style-type: none"> ● Show pride in their work ● Are empowered to believe they can succeed 	
Indicator 1.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Classroom Supervision	<p>The teacher is consistently scanning and circulating around the classroom, often engaging with scholars. The teacher strategically reinforces positive behavior and classroom culture.</p> <p><i>>91-100% of the time teacher is monitoring and circulating reinforcing positive behaviors</i></p>	<p>The teacher is scanning and circulating around the classroom, engaging with scholars in a positive manner.</p> <p><i>>71-90% of the time teacher is monitoring and circulating reinforcing positive behaviors</i></p>	<p>The teacher is sometimes scanning and circulating around the classroom, engaging with scholars.</p> <p><i>>51-70% of the teacher is monitoring and circulating reinforcing positive behaviors</i></p>	<p>The teacher is rarely scanning and circulating around the classroom, engaging with scholars.</p> <p><i>50% or less of the time teacher is monitoring and circulating rarely reinforcing positive behaviors</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Circulates the room to manage behaviors ● Engages students limiting off-task behaviors ● Reinforces positive behaviors 		Scholars: <ul style="list-style-type: none"> ● Follow expectations set by teacher ● Respond to positive reinforcers for good behaviors 	

PLA Coaching Cycle Performance Level Descriptors Rubric

Domain #2: SEL Teaching Practices



Indicator 2.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Student-Centered Discipline	Teacher consistently implements classroom rules and consequences with a focus on scholars successfully regulating their own behavior. <i>>91-100% of scholars regulate their own behavior following classroom rules</i>	Teacher implements classroom rules and consequences with scholars putting forth an effort to regulate their own behavior. <i>>71-90% of scholars regulate their own behavior by following classroom rules</i>	Teacher inconsistently implements classroom rules and consequences or there is little focus on scholars regulating their own behavior. <i>>51-70% of scholars regulate their own behavior by following classroom rules</i>	Teacher is inconsistent with classroom rules and consequences with no focus on scholars regulating their own behavior. <i>50% or fewer scholars regulate their own behavior by following classroom rules</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Includes scholar voice in establishing class rules and expectations ● Provide scholars with strategies to monitor their own behaviors and emotions ● Considers pupil-specific factors when helping scholars correct their behavior 		Scholars: <ul style="list-style-type: none"> ● Provide input on classroom rules and expectations ● Utilize tools to self regulate behaviors and emotions ● Exhibit positive classroom behaviors 	
Indicator 2.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Teacher Language	Teacher consistently uses positive language with scholars affirming and encouraging desired behaviors. <i>>91-100% of teacher/scholar interactions are positive and affirming</i>	Teacher uses positive language with scholars affirming and encouraging desired behaviors. <i>>71-90% of teacher/scholar interactions are positive and affirming</i>	Teacher rarely uses positive language affirming and encouraging desired behaviors. <i>>51-70% of teacher/scholar interactions are positive and affirming</i>	Teacher does not use positive language with scholars neither affirming nor encouraging desired behaviors. <i>50% or less of teacher/scholar interactions are positive and affirming</i>

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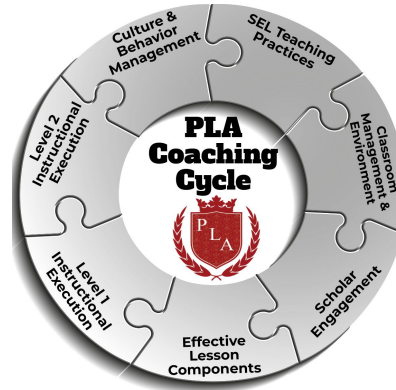
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Ask scholars to reflect on specific behaviors, social skills and work habits ● Provide specific affirmation to scholars on desired behaviors ● Acknowledge specific positive behaviors 		Scholars: <ul style="list-style-type: none"> ● Use positive language with the teacher and their peers ● Are motivated and persist on tasks ● Modify or continue positive behaviors in response to teacher language 	
Indicator 2.3	Highly Effective	Effective	Improvement Necessary	Requires Action
Responsibility and Choice	There are multiple opportunities for scholars to exercise choice within the classroom. <i>>91-100% of scholars demonstrate choices that reflect responsible behaviors</i>	There are opportunities for scholars to exercise choice within the classroom. <i>>71-90% of scholars demonstrate choices that reflect responsible behaviors</i>	There are few opportunities for scholars to exercise choice within the classroom. <i>>51-70% of scholars demonstrate choices that reflect responsible behaviors</i>	There are no opportunities for scholars to exercise choice within the classroom. <i>50% or fewer scholars demonstrate choices that reflect positive behaviors</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Engages scholars in how they are going to learn ● Asks for scholar input and provides meaningful choices ● Help scholars make connections between choices and consequences 		Scholars: <ul style="list-style-type: none"> ● Are aware there are multiple ways to solve a problem ● Accept responsibility for their own behavior and that of their classmates ● Hold one another accountable 	
Indicator 2.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Warmth and Support	Teacher creates a sense of belonging for every scholar and a culture of support in the classroom. <i>>91-100% of interactions between teacher/scholars are supportive</i>	Evidence of teacher creating a sense of belonging for scholars and a culture of support is present. <i>>71-90% of interactions between teacher/scholars are supportive</i>	Little evidence of a sense of belonging is created for scholars or a culture of support is present. <i>>51-70% of teacher/scholar interactions are supportive</i>	No evidence of a sense of belonging nor a culture of support is present. <i>50% or less of teacher/scholar interactions are supportive</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Demonstrates an appreciation for every individual ● Structures classroom to include every scholar ● Creates a safe space to make mistakes 		Scholars: <ul style="list-style-type: none"> ● Express support for teacher and peers ● Are aware of classmates interests and backgrounds ● Feel comfortable taking risks 	
Indicator 2.5	Highly Effective	Effective	Improvement Necessary	Requires Action
Classroom Discussions	Teacher provides opportunities to conduct thoughtful discussion around the content. <i>>91-100% of scholars participate in meaningful, content-related dialogue</i>	Thoughtful discussion takes place surrounding the content. <i>>71-90% of scholars participate in meaningful, content -related dialogue</i>	Little thoughtful discussion takes place surrounding the content. <i>>51-70% of scholars participate in meaningful, content-related dialogue</i>	No thoughtful discussion around the content occurs. <i>50% or fewer scholars participate in meaningful, content related dialogue</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Guides scholars on listening and responding ● Support scholars to effectively communicate their point of view ● Facilitate in-depth discussions among scholars 		Scholars: <ul style="list-style-type: none"> ● Listen attentively ● Can paraphrase and reflect on another scholar's thoughts ● Ask clarifying questions 	

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Indicator 2.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Competence Building	Teacher utilizes a variety of tools to practice new learning. <i>>91-100% of new skills taught are practiced through teacher led technique</i>	Teacher utilizes tools to practice new learning. <i>>71-90% of new skills taught are practiced through teacher led technique</i>	Teacher utilizes few tools to practice new learning. <i>>51-70% of new skills taught are practiced through teacher led technique</i>	Teacher does not utilize any tools to practice new learning. <i>50% or less of new skills taught are practiced through teacher led technique</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Helps student correct mistakes Facilitate peer to peer feedback Uses scholar misconception to guide instruction 		Scholars: <ul style="list-style-type: none"> Engage in content throughout instructional cycle Use feedback from teacher and peers to improve work Have awareness of emotions and behaviors during instruction 	
Indicator 2.7	Highly Effective	Effective	Improvement Necessary	Requires Action
Self-Assessment and Self Reflection	Teacher often provides opportunities for scholar self-reflection on work and progress. <i>>91-100% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides opportunities for scholar self-reflection on work and progress. <i>>71-90% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides few opportunities for scholar self-reflection on work and progress. <i>>51-70% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides no opportunity for scholar self-reflection on work and progress. <i>50% or fewer scholars effectively gauge their understanding of a new skill.</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Articulates learning goals Provides time to reflect on academic and social goals Provides feedback for improvement 		Scholars: <ul style="list-style-type: none"> Understand how work relates to achieving their goals Monitor their own learning Know the process for seeking assistance in learning 	
Indicator 2.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Balanced Instruction	Learning activities are constantly varied to meet the needs of scholars and learning objectives. <i>>91-100% of instructional activities match learning objectives</i>	Learning activities are varied to meet the needs of scholars and learning objectives. <i>>71-90% of instructional activities match learning objectives</i>	Learning activities are occasionally varied to meet the needs of scholars and learning objectives. <i>>51-70% of learning activities match learning objectives</i>	Learning activities are rarely varied to meet the needs of scholars and learning objectives. <i>50% or less of learning activities match learning objectives</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Utilizes direct instruction and active learning activities when appropriate Encourages scholars to extend thinking when given simple answers Provide opportunities for real-world products and activities 		Scholars: <ul style="list-style-type: none"> Interact with content in multiple ways Work independently and collaboratively Can identify problems and find possible solutions 	

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Domain #3: Classroom Management and Environment



Indicator 3.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Classroom Organization	The classroom is completely safe, organized, and free from obstacles with easy access to materials and resources that allow for the lesson to flow uninterrupted. <i>>91-100% of the classroom organization allows for the lesson to flow uninterruptedly</i>	The classroom is safe, organized, and free from obstacles with easy access to materials and resources contributing to the flow of the lesson. <i>>71-90% of the classroom organization allows for the lesson to flow uninterruptedly</i>	The classroom is somewhat safe, organized, and free from obstacles. Access to materials and resources are somewhat limited and can interrupt the flow of the lesson. <i>>51-70% of the classroom organization allows for the lesson to flow uninterruptedly</i>	The classroom lacks safety, organization, and fluidity. Access to materials and resources are hindered and limited, often interrupting the flow of the lesson. <i>50% or less of the classroom organization allows for the lesson to flow uninterruptedly</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Creates a safe, organized classroom ● Easily accesses materials for lessons ● Sets up classroom for easy flow of instruction 		Scholars: <ul style="list-style-type: none"> ● Are safe to move about classroom ● Follow flow of learning activities unobstructed 	
Indicator 3.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Classroom Arrangement	The physical arrangement of the classroom completely supports and encourages collaborative learning with easily identifiable work areas.	The physical arrangement of the classroom supports collaborative learning with identifiable work areas.	The physical arrangement of the classroom somewhat supports collaborative learning with some identifiable work areas.	The physical arrangement of the classroom is unclear. There is little evidence of identifiable work areas that support collaborative learning.
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Arranges classroom enabling easy collaboration among scholars ● Creates definitive work spaces for scholars ● Creates an inviting work environment for scholars 		Scholars: <ul style="list-style-type: none"> ● Work collaboratively with scholars ● Maximize classroom space for learning activities 	

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Indicator 3.3	Highly Effective	Effective	Improvement Necessary	Requires Action
Student Collaboration	Scholars often interact with and support each other in their learning efforts. The classroom environment clearly supports collaboration. <i>>91-100% of scholars are supported in their learning efforts</i>	Scholars interact with and support each other in their learning efforts. <i>>71-90% of scholars are supported in their learning efforts</i>	Scholars somewhat interact with and support each other in their learning efforts. <i>>51-70% of scholars are supported in their learning efforts</i>	Scholars rarely interact with and support each other in their learning efforts. <i>50% or fewer scholars are supported in their learning efforts</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Intentionally plans for student collaboration ● Creates a culture of peer support for learning ● Celebrates effective collaboration 		Scholars: <ul style="list-style-type: none"> ● Engage in opportunities for collaboration ● Encourage one another's learning efforts ● Celebrate scholars' achievements 	
Indicator 3.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Data-Driven Classroom	Classroom environment includes a data tracking system that is consistently updated, used to support current learning goals, and obviously an essential part of the classroom. <i>>91-100% of scholars are aware of their personal data connected goals</i>	Classroom environment includes a data tracking system that is updated and used to support scholar learning goals. <i>>71-90% of scholars are aware of their personal data connected goals</i>	Classroom environment includes some evidence of data tracking, and it is not clear if they are a part of the scholar learning goals. <i>>51-70% of scholars are aware of their personal data connected goals</i>	Classroom environment does not include evidence of data tracking. Data is not used to support scholar learning goals. <i>50% or fewer scholars are aware of their personal data connected goals</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Tracks data to drive instruction in an easily identified location; could be on a bulletin board or individual tracking folders ● Actively involves scholars in data use ● Instills ownership of class/individual data in scholars 		Scholars: <ul style="list-style-type: none"> ● Take active ownership in classroom/individual data ● Connect data with learning goals ● Take active roles in classroom/individual data tracking 	
Indicator 3.5	Highly Effective	Effective	Improvement Necessary	Requires Action
Evidence of Targeted Instruction	Classroom environment is consistently updated and comprised of content focused areas to support current learning (i.e. learning targets, content specific focus walls, anchor charts, word walls, etc.). The teacher truly creates a classroom space that surrounds scholars with current learning.	Classroom environment is mostly comprised of content focused areas to support current learning (i.e. learning targets, content specific focus walls, anchor charts, word walls, etc.).	Classroom environment is somewhat comprised of content focused areas to support some current learning (i.e. learning targets, content specific focus walls, anchor charts, word walls, etc.).	Classroom environment is not comprised of content focused areas to support current learning (i.e. learning targets, content specific focus walls, anchor charts, word walls, etc.).

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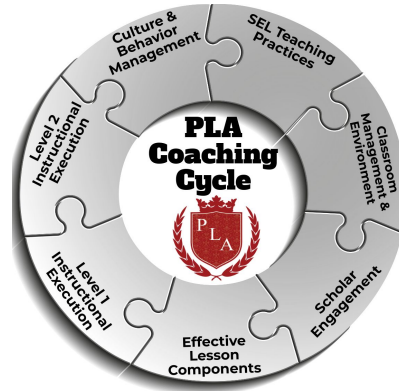
	<i>>91-100% of the classroom is comprised of purposeful content areas</i>	<i>>71-90% of the classroom is comprised of purposeful content areas</i>	<i>>51-70% of the classroom is comprised of purposeful content areas</i>	<i>50% or less of the classroom is comprised of purposeful content areas</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Routinely changes physical environment to support current learning objectives ● Connects physical resources with targeted instruction ● Creates opportunities for interaction with physical space 		Scholars: <ul style="list-style-type: none"> ● Can locate posted learning objectives ● Make connections with classroom resources to support learning 	
Indicator 3.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Classroom Procedures and Routines	Scholars routinely share in the responsibility for the classroom operations and routines. They have ownership in the execution of all procedures without teacher prompting. <i>>91-100% of the classroom routines are shared by the scholars</i>	Scholars share in the responsibility for the classroom operations and routines. <i>>71-90% of the classroom routines are shared by the scholars</i>	Scholars somewhat share in the responsibility for the classroom operations and routines. <i>>51-70% of the classroom routines are shared by the scholars</i>	Scholars rarely share in the responsibility for the classroom operations and routines. <i>50% or less of the classroom routines are shared by the scholars</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Creates a community of shared ownership for routines ● Fosters responsibility in students for routine procedures ● Empowers students to maintain fidelity of procedures 		Scholars: <ul style="list-style-type: none"> ● Follow routines and procedures with minimal prompting ● Hold one another accountable for established routines and procedures 	
Indicator 3.7	Highly Effective	Effective	Improvement Necessary	Requires Action
Relevancy of Learning Objectives	Scholar comments and actions demonstrate that they are extremely excited about their work and completely understand its relevancy to their learning. <i>>91-100% of the scholars are excited about their learning and understand its relevancy</i>	Scholar comments and actions demonstrate that they are excited about their work and understand why it is important. <i>>71-90% of the scholars are excited about their learning and understand its relevancy</i>	Scholar comments and actions demonstrate that they are somewhat excited about their work and understand why it is important. <i>>51-70% of the scholars are excited about their learning and understand its relevancy</i>	Scholars comments and actions demonstrate that they are disengaged with their work and lack the relevancy for why the learning is important. <i>50% or fewer scholars are excited about their learning and understand its relevancy</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Connects learning objectives to scholars' lives ● Fosters an environment of excitement for learning ● Creates a sense of urgency and importance for learning tasks 		Scholars: <ul style="list-style-type: none"> ● See importance of learning to their lives ● Exhibit excitement for learning ● Make comments that demonstrate excitement about learning 	

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Indicator 3.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Student Participation	<p>The classroom environment is very positive and is characterized with high expectations that encourage all scholars to participate. The teacher ensures the participation of all scholars and holds them all accountable for learning.</p> <p><i>>91-100% of the classroom environment is positive and encourages participation</i></p>	<p>The classroom environment is positive and is characterized with expectations that encourage scholars to participate.</p> <p><i>>71-90% of the classroom environment is positive and encourages participation</i></p>	<p>The classroom environment is somewhat positive and is characterized with expectations that encourage some scholars to participate.</p> <p><i>>51-70% of the classroom environment is positive and encourages participation</i></p>	<p>The classroom environment is rarely positive and is characterized with low expectations. There is little encouragement for scholars to participate.</p> <p><i>>50 or less of the classroom environment is positive and encourages participation</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> ● Fosters a culture of active participation from all scholars ● Solicits participation from all scholars in a supportive manner ● Creates a positive, safe environment where all answers are respected 		<p>Scholars:</p> <ul style="list-style-type: none"> ● Exhibit excitement for learning ● Make comments that demonstrate excitement about learning 	

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Domain #4: Scholar Engagement



Indicator 4.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Scaffolding of Instruction	Lesson provides the appropriate level of scaffolding so that scholars are actively engaged in the learning activities that promote clear understanding. <i>>91-100% of the scholars are engaged in appropriate learning activities that promote understanding</i>	Lesson provides the appropriate level of scaffolding so that scholars are engaged in the learning activities that promote understanding. <i>>71-90% of the scholars are engaged in appropriate learning activities that promote understanding</i>	Lesson provides some appropriate level of scaffolding. Scholars are somewhat engaged in the learning activities that promote understanding. <i>>51-70% of the scholars are engaged in appropriate learning activities that promote understanding</i>	Lesson does not provide an appropriate level of scaffolding. Scholars are disengaged in the learning activities that promote understanding. <i>50% or fewer scholars are engaged in appropriate learning activities that promote understanding</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Adjusts instruction to meet various scholars' needs ● Provides supports and scaffolding to ensure understanding ● Monitors level of understanding and engagement 		Scholars: <ul style="list-style-type: none"> ● Are engaged with learning activities ● Receive scaffolding during instruction to support learning ● Achieve understanding of learning objectives 	
Indicator 4.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Use of Instructional Time	Scholars' time is always used appropriately. Those who finish early have something else meaningful to do. Instructional time is preserved by both the teacher and scholars.	Scholars who finish early have something else meaningful to do.	Scholars' time is sometimes used appropriately. Those who finish early sometimes have something meaningful to do.	Scholars' time is not used appropriately. Those who finish early do not know how to use their time appropriately.

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	<i>>91-100% of the scholars' time is used appropriately</i>	<i>>71-90% of the scholars' time is used appropriately</i>	<i>>51-70% of the scholars' time is used appropriately</i>	<i>50% or less of the scholars' time is used appropriately</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Prioritizes meaningful time on task Establishes procedures for effective use of time when learning activities are completed Minimizes interruptions during instructional time 		Scholars: <ul style="list-style-type: none"> Make meaningful use of their time connected to learning Follow procedures when learning activities have been completed 	
Indicator 4.3	Highly Effective	Effective	Improvement Necessary	Requires Action
Extension of Thinking	The lesson materials/activities enable scholars to personally interact with and react to the content. The materials and activities allow the scholars to extend their thinking. <i>>91-100% of the scholars interact with and react to the lesson materials/ activities appropriately</i>	The lesson materials/activities enable scholars to personally interact with and react to the content. <i>>71-90% of the scholars interact with and react to the lesson materials/ activities appropriately</i>	The lesson materials/activities enable scholars to somewhat interact with and react to the content. <i>>51-70% of the scholars interact with and react to the lesson materials/ activities appropriately</i>	The lesson materials/activities do not allow scholars to personally interact with and react to the content. <i>50% or fewer scholars interact with and react to the lesson materials/ activities appropriately</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Creates opportunities for students to personally engage with activities Connects lessons to scholars' personal lives Fosters opportunities for scholars to extend their thinking 		Scholars: <ul style="list-style-type: none"> Interface with activities on a personal level Are eager to extend learning or thinking on the subject Make personal connections to learning activities 	
Indicator 4.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Clarity of Communication	The teacher continuously identifies a variety of ways to communicate content and engage scholars in their learning that significantly promotes their understanding. The content is appropriate for scholars' interests and background knowledge. <i>>91-100% of the teacher's communication is clear, appropriate, and correct</i>	The teacher finds ways to communicate content and engage scholars' interests and background to promote their understanding. <i>>71-90% of the teacher's communication is clear, appropriate, and correct</i>	The teacher communicates content and engages scholars to somewhat promote their understanding. The content is somewhat appropriate to scholars' interests and background knowledge. <i>>51-70% of the teacher's communication is clear, appropriate, and correct</i>	The teacher struggles to communicate content and engage scholars to promote their understanding. The content is not appropriate to scholars' interests or background knowledge. <i>50% or less of the teacher's communication is clear, appropriate, and correct</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> States clearly what/why scholars are learning Connects content with scholars' interests and background knowledge Restates content in multiple ways to increase understanding 		Scholars: <ul style="list-style-type: none"> Engage with learning task indicating understanding of content Ask clarifying questions reflecting engagement with the lesson Extend current learning by transferring information 	

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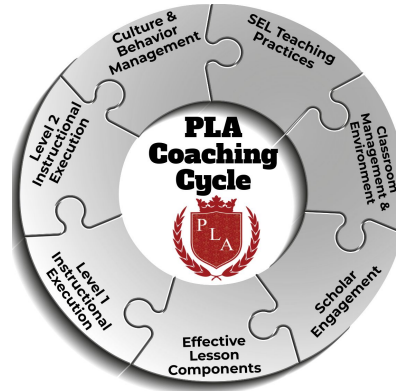
Indicator 4.5	Highly Effective	Effective	Improvement Necessary	Requires Action
Instructional Strategies	<p>The teacher actively seeks knowledge of scholars' backgrounds. They provide differentiated ways of engaging with content by incorporating a variety of learning levels/styles, backgrounds, interests, and skills to meet individual scholar needs.</p> <p><i>>91-100% of instruction is differentiated and utilizes a variety of learning strategies</i></p>	<p>The teacher provides differentiated ways of engaging with content by incorporating a variety of learning levels/styles, backgrounds, interests, and skills to meet individual scholar needs.</p> <p><i>>71-90% of instruction is differentiated and utilizes a variety of learning strategies</i></p>	<p>The teacher sometimes provides differentiated ways of engaging with content that are suitable for some scholars.</p> <p><i>>51-70% of instruction is differentiated and utilizes a variety of learning strategies</i></p>	<p>The teacher rarely provides differentiated ways of engaging with content that are suitable for scholars.</p> <p><i>50% or less of instruction is differentiated and utilizes a variety of learning strategies</i></p>
Critical Attributes:	<p>Teacher:</p> <ul style="list-style-type: none"> ● Varies groupings productively to meet lesson objectives ● Integrates different modalities and learning styles to engage content ● Creates learning tasks that have multiple correct approaches/responses 		<p>Scholars:</p> <ul style="list-style-type: none"> ● Have some choice in how to complete tasks ● Demonstrate active cognitive engagement vs passive ● Have the opportunity to engage with content differently 	
Indicator 4.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Student Engagement	<p>Scholars are completely invested in their work. They are actively engaged in learning rather than passive. They demonstrate a high level of stamina and grit as they engage in their learning.</p> <p><i>>91-100% of the scholars are actively engaged in their learning and demonstrate stamina</i></p>	<p>Scholars work hard and are actively engaged in learning rather than passive about learning the material. They demonstrate some stamina and grit as they engage in their learning.</p> <p><i>>71-90% of the scholars are actively engaged in their learning and demonstrate stamina</i></p>	<p>Scholars are somewhat engaged in learning rather than passive about learning the material. They demonstrate slight stamina and grit as they engage in their learning.</p> <p><i>>51-70% of the scholars are actively engaged in their learning and demonstrate stamina</i></p>	<p>Scholars are not actively engaged in learning and demonstrate very little, if any, stamina.</p> <p><i>50% or fewer scholars are actively engaged in their learning and demonstrate stamina</i></p>
Critical Attributes:	<p>Teacher:</p> <ul style="list-style-type: none"> ● Creates learning tasks that are accessible and challenging to scholars ● Develops higher-level understanding through effective questioning ● Demonstrates patience and support as scholars persist with difficult tasks 		<p>Scholars:</p> <ul style="list-style-type: none"> ● Utilize opportunities to practice and apply what they are learning ● Initiate higher-order thinking and questioning ● Extend discussions 	
Indicator 4.7	Highly Effective	Effective	Improvement Necessary	Requires Action
Use of Technology	<p>The teacher effectively seeks innovative ways to integrate technology and/or other appropriate tools to engage</p>	<p>The teacher integrates technology and/or other appropriate tools to engage scholars in academic content to enhance learning.</p>	<p>The teacher demonstrates some familiarity with incorporating technology and/or other appropriate tools to enhance learning.</p>	<p>The teacher demonstrates little or no familiarity with incorporating</p>

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	scholars in appropriate academic content to effectively enhance learning.			technology and/or other appropriate tools to enhance learning.
Critical Attributes	Teacher: <ul style="list-style-type: none"> • Incorporates meaningful technology • Provides opportunities for enhanced learning through a variety of tools • Seeks out innovative and engaging ways to deliver content 		Scholars: <ul style="list-style-type: none"> • Are highly engaged with academic content • Seek opportunities through variety of tools to enhance learning 	
Indicator 4.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Performance Expectations	<p>The teacher has created an environment where scholars demonstrate high levels of academic expectations for themselves. They hold themselves to high standards of performance and are invested in their work.</p> <p><i>>91-100% of the scholars hold themselves to high standards and are invested in their work</i></p>	<p>The teacher has created an environment where most scholars demonstrate high academic expectations for themselves and are invested in their work.</p> <p><i>>71-90% of the scholars hold themselves to high standards and are invested in their work</i></p>	<p>The teacher has attempted to create an environment where scholars demonstrate some academic expectations for themselves and are invested in their work.</p> <p><i>>51-70% of the scholars hold themselves to high standards and are invested in their work</i></p>	<p>Classroom culture conveys an environment where scholars do not hold themselves accountable for academic expectations and are not invested in their work.</p> <p><i>50% or fewer scholars hold themselves to high standards and are invested in their work</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> • Fosters high level of academic expectations for scholars • Creates a culture of excellence and high performance • Instills the belief in scholars that they can and will succeed 		Scholars: <ul style="list-style-type: none"> • Believe they are capable of excellence • Work to achieve excellence • Hold classmates to a high standard of performance 	

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Domain #5: Effective Lesson Components



Indicator 5.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Standards-Aligned Instruction	<p>Learning targets are always aligned to the state standards, can be assessed, are posted in a scholar-friendly manner, and very evident in both plans and practice. Teacher demonstrates a strong understanding of aligning lessons to the state standards by including what the scholars should know, understand, and be able to do.</p> <p><i>>91-100% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>Learning targets are mostly aligned to the state standards, are posted in a scholar-friendly manner, and evident in both plans and practice.</p> <p><i>>71-90% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>Learning targets are sometimes aligned to the state standards, posted in a scholar-friendly manner, and are somewhat evident in both plans and practice.</p> <p><i>>51-70% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>Learning targets are rarely aligned to the state standards, posted in a scholar-friendly manner, and not evident in both plans and practice.</p> <p><i>50% or fewer learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>
Critical Attributes:	<p>Teacher:</p> <ul style="list-style-type: none"> ● Identifies and communicates standards that scholars will master ● Revisits learning targets throughout the lesson ● Posts learning targets in scholar-friendly terms 		<p>Scholars:</p> <ul style="list-style-type: none"> ● Can explain what they are expected to learn ● Demonstrate learning expectation in work and discussions 	
Indicator 5.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Anticipatory Set	The teacher is always cognizant of coordinating knowledge of context and providing an anticipatory set or	The teacher coordinates knowledge of context and provides an anticipatory set or “hook” to capture	The teacher sometimes coordinates knowledge of context and provides an anticipatory set or	The teacher rarely coordinates knowledge of context and provides an anticipatory set or “hook” to

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	<p>“hook” to capture the scholars’ interest and focus their attention on the lesson. The teacher actively seeks creative ways of capturing scholars’ interest during lessons. <i>>91-100% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>the scholars’ interest and focus their attention on the lesson. <i>>71-90% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>“hook” to capture the scholars’ interest and focus their attention on the lesson. <i>>51-70% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>capture the scholars’ interest and focus their attention on the lesson. Scholars are often disengaged, even from the onset of a lesson. <i>50% or fewer lessons reflect thoughtful strategies for capturing scholar interest</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Engages scholars with “hook” for instruction Establishes interest in learning before lesson Makes connections to lesson with scholars’ lives 		<p>Scholars:</p> <ul style="list-style-type: none"> Have high interest in learning new material See connection with objective to their lives Are eager to engage in learning activities 	
Indicator 5.3	Highly Effective	Effective	Improvement Necessary	Requires Action
GRR “I Do”	<p>The teacher always includes the gradual release process when developing plans. The teacher models the new skill for the scholars (I DO) and provides the supports necessary for successful release of the concept. <i>>91-100% of lessons reflect effective modeling of a new skill by the teacher before guided practice or independent work</i></p>	<p>The teacher models the new skill for the scholars (I DO) and provides the supports necessary for successful release of the concept. <i>>71-90% of lessons reflect effective modeling of a new skill by the teacher before guided practice or independent work</i></p>	<p>The teacher sometimes models the new skill for the scholars (I DO) and sometimes provides the supports necessary for successful release of the concept. Scholars seem slightly confused while working through the independent part of the lesson (YOU DO). <i>>51-70% of lessons reflect effective modeling of a new skill by the teacher before guided practice or independent work</i></p>	<p>The teacher rarely models the new skill for the scholars. Scholars seem confused and frustrated while working through the independent part of the lesson (YOU DO). <i>50% or fewer lessons reflect effective modeling of a new skill by the teacher before guided practice or independent work</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Demonstrates process for GRR Models new skill for scholars Establishes understanding before moving to next phase 		<p>Scholars:</p> <ul style="list-style-type: none"> Gain understanding from teacher’s modeling Exhibit understanding before moving to next phase 	
Indicator 5.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Effective Communication of Success Criteria	<p>The teacher’s communication skills are thorough. The teacher gives clear, concise directions and explanations so that scholars understand the expectations for the criteria for success. The teacher’s spoken and written language is</p>	<p>The teacher communicates directions and explanations so that scholars understand the expectations for the criteria for success.</p>	<p>The teacher attempts to communicate directions and explanations so that scholars understand the expectations for the criteria for success.</p>	<p>The teacher struggles to communicate directions and explanations so that scholars understand the expectations. The outcomes are often unclear and confusing to scholars.</p>

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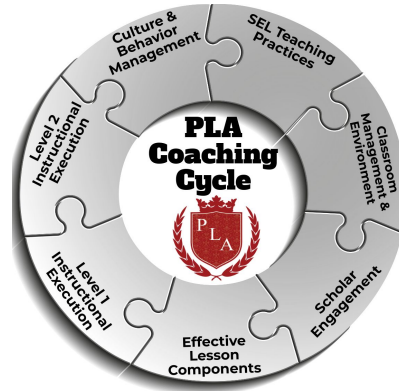
	expressive and finds opportunities to extend scholars' vocabularies. <i>>91-100% of the scholars understand the teacher's explanations and directions for success</i>	<i>>71-90% of the scholars understand the teacher's explanations and directions for success</i>	<i>>51-70% of the scholars understand the teacher's explanations and directions for success</i>	<i>50% or fewer scholars understand the teacher's explanations and directions for success</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> ● Clearly communicates directions and expectations of task ● Clearly communicates criteria for student success ● Uses explanation to extend learning 		Scholars: <ul style="list-style-type: none"> ● Can restate expectations for learning task ● Understand what success criteria are for task 	
Indicator 5.5	Highly Effective	Effective	Improvement Necessary	Requires Action
GRR "We DO"	<p>The lesson has a clear structure and engages all scholars with a guided practice opportunity that aligns with instructional outcomes. The lesson is clear and allows for different pathways according to scholar needs.</p> <p><i>>91-100% of the scholars can engage in the guided practice opportunity because it has clear structure</i></p>	<p>The lesson has a clear structure and engages most scholars with a guided practice opportunity that aligns with instructional outcomes.</p> <p><i>>71-90% of the scholars can engage in the guided practice opportunity because it has clear structure</i></p>	<p>The lesson has a recognizable structure and engages some scholars with a guided practice opportunity that aligns with instructional outcomes.</p> <p><i>>51-70% of the scholars can engage in the guided practice opportunity because it has clear structure</i></p>	<p>The lesson has a poor structure and engages very few scholars with a guided practice opportunity that aligns with instructional outcomes. The experiences are only suitable for a few scholars.</p> <p><i>50% or fewer scholars can engage in the guided practice opportunity because it has clear structure</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Plans for each phase of GRR ● Creates meaningful opportunities for guided practice ● Checks for understanding before independent practice 		Scholars: <ul style="list-style-type: none"> ● Practice skills with teacher ● Demonstrate understanding before independent practice 	
Indicator 5.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Checks for Understanding	<p>Assessment is fully integrated throughout instruction. The teacher uses a variety of methods to check for understanding that are very successful in capturing scholars' understanding and woven throughout the lesson.</p> <p><i>>91-100% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher uses a variety of methods to check for understanding that are mostly successful in capturing scholars' understanding.</p> <p><i>>71-90% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher occasionally uses a few methods to check for understanding that sometimes capture scholars' understanding.</p> <p><i>>51-70% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher rarely uses assessments to check for understanding. Scholars are unaware of the assessment criteria used to evaluate their work.</p> <p><i>50% or fewer of lessons reflect a variety of methods to assess scholar understanding</i></p>

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Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Monitors scholars' understanding of new material ● Adjusts instruction to ensure understanding ● Plans instruction based on assessment data 		Scholars: <ul style="list-style-type: none"> ● Exhibit level of proficiency throughout lesson ● Respond to various CFU's and assessments 	
Indicator 5.7	Highly Effective	Effective	Improvement Necessary	Requires Action
GRR "You Do"	<p>The teacher provides scholars with an opportunity for well-designed independent practice/ assessments that are fully aligned with the instructional outcomes (YOU DO). Teacher uses the assessment results to design future instruction.</p> <p><i>>91-100% of the scholars are confident working through the independent work because the proper supports were included</i></p>	<p>The teacher provides scholars with an opportunity for independent practice/ assessments that are aligned with the instructional outcomes (YOU DO).</p> <p><i>>71-90% of the scholars are confident working through the independent work because the proper supports were included</i></p>	<p>The teacher provides scholars some opportunities for independent practice/ assessments, but outcomes are often unclear.</p> <p><i>>51-70% of the scholars are confident working through the independent work</i></p>	<p>The teacher rarely provides scholars with opportunities for independent practice/ assessments and/or outcomes are often unclear for scholars. Teacher has no plans to use the assessment results in designing future instruction.</p> <p><i>50% or fewer of the scholars are confident working through the independent work</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Plans instruction with GRR process ● Ensures understanding with guided practice ● Allows for independent practice to apply new skill 		Scholars: <ul style="list-style-type: none"> ● Successfully apply new skills independently ● Gain confidence in their understanding of new material 	
Indicator 5.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Lesson Closure	<p>The teacher closes the lesson appropriately by providing closure to the scholars' learning. The closure is aligned to the intended learning and often includes the opportunity for transfer of knowledge.</p> <p><i>>91-100% of lessons reflect a thoughtful closing to extend knowledge</i></p>	<p>The teacher closes the lesson appropriately by providing closure to the scholars' learning.</p> <p><i>>71-90% of lessons reflect a thoughtful closing to extend knowledge</i></p>	<p>The teacher closes the lesson in a somewhat unclear manner.</p> <p><i>>51-70% of lessons reflect a thoughtful closing to extend knowledge</i></p>	<p>The teacher does not close the lesson appropriately and scholars often transition to a different content area/topic without closure.</p> <p><i>50% or fewer lessons reflect a thoughtful closing to extend knowledge</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Intentionally plans for lesson closure ● Ends lesson with an opportunity to apply new knowledge ● Provides opportunity to extend knowledge past lesson 		Scholars: <ul style="list-style-type: none"> ● Exhibit mastery of new skill in closing activity ● Extend thinking in closing activity 	

PLA Coaching Cycle Performance Level Descriptors Rubric

**Domain #6:
Level 1 Instructional Execution**



Indicator 6.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Activating Background Knowledge	The teacher effectively engages prior knowledge of skills and concepts and makes this connection evident for all scholars. The teacher finds ways to bring real world experiences into the classroom. <i>>91-100% of the scholars can use prior knowledge to make connections</i>	The teacher effectively engages prior knowledge of skills and concepts and makes this connection evident for most scholars. <i>>71-90% of the scholars can use prior knowledge to make connections</i>	The teacher sometimes tries to engage prior knowledge of skills and concepts and makes the connection evident for some scholars. <i>>51-70% of the scholars can use prior knowledge to make connections</i>	The teacher does not try to engage prior knowledge of skills and concepts. <i>50% or fewer scholars can use prior knowledge to make connections</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> ● Makes learning task relevant to scholars' lives ● Builds on prior knowledge or creates connections for learning task ● Creates authentic learning experiences for scholars 		Scholars: <ul style="list-style-type: none"> ● Exhibit active engagement indicating connection to their life ● Can explain why the learning is important 	
Indicator 6.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Standards-based Instructional Outcomes	Instructional outcomes are clearly established, effectively aligned to content standards, and appropriate for all scholars. <i>>91-100% of the scholars can articulate the instructional outcomes effectively</i>	Instructional outcomes are established, aligned to content standards, and appropriate for scholars. <i>>71-90% of the scholars can articulate the instructional outcomes effectively</i>	Instructional outcomes are somewhat established, somewhat aligned to content standards, and are sometimes confusing for scholars. <i>>51-70% of the scholars can articulate the instructional outcomes effectively</i>	Instructional outcomes are not clear and are confusing for scholars. <i>50% or fewer scholars can articulate the instructional outcomes effectively</i>

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Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Aligns outcomes to state standards ● Clearly communicates instructional outcomes for each lesson ● Ensures appropriate content for all scholars 		Scholars: <ul style="list-style-type: none"> ● Understand learning objectives ● Receive standards-aligned, appropriate instruction 	
Indicator 6.3	Highly Effective	Effective	Improvement Necessary	Requires Action
Effective Communication	<p>The teacher clearly communicates content in a direct and efficient manner to achieve conceptual understanding by all scholars, often including intellectual engagement for all scholars.</p> <p><i>>91-100% of content is accurately and articulately communicated</i></p>	<p>The teacher clearly communicates content in a direct and efficient manner to achieve understanding by most scholars.</p> <p><i>>71-90% of content is accurately and articulately communicated</i></p>	<p>The teacher attempts to communicate content in an efficient manner, but it often leads to scholar confusion and teacher clarifying their explanations multiple times for scholars.</p> <p><i>>51-70% of content is accurately and articulately communicated</i></p>	<p>The teacher does not deliver or communicate content in a clear manner, often leaving scholars confused.</p> <p><i>50% or less of content is accurately and articulately communicated</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Communicates content clearly ● Effectively engages scholars intellectually ● Communicates content accurately 		Scholars: <ul style="list-style-type: none"> ● Understand concepts being taught ● Engage intellectually in content 	
Indicator 6.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Fostering Student Engagement	<p>The teacher provides explanations that spark scholar interest and excitement in the content. The scholars contribute to extending the content and explaining concepts to their classmates.</p> <p><i>>91-100% of lessons include some element of excitement or spark to engage scholars with content</i></p>	<p>The teacher provides explanations that spark scholar interest and excitement in the content.</p> <p><i>>71-90% of lessons include some element of excitement or spark to engage scholars with content.</i></p>	<p>The teacher sometimes provides explanations that spark scholar interest and excitement in the content.</p> <p><i>>51-70% of lessons include some element of excitement or spark to engage scholars with content.</i></p>	<p>Teacher rarely provides explanations that spark scholar interest and excitement in the content.</p> <p><i>50% or fewer lessons include some element of excitement or spark to engage scholars with content.</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Creates excitement for learning through discussion ● Builds on scholars' interest in the content ● Crafts questions and discussion points to build on scholars' enthusiasm 		Scholars: <ul style="list-style-type: none"> ● Engage in content ● Spread excitement for learning with classmates 	
Indicator 6.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	The teacher is able to make adjustments as needed and modify	The teacher is able to make adjustments as needed and modify	The teacher is somewhat able to adjust and modify instruction	The teacher rarely checks for understanding; therefore, teaching

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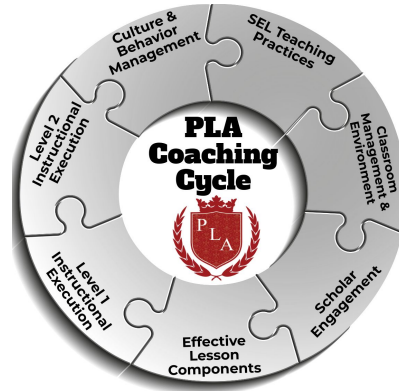
Checks for Understanding	instruction based on frequent checks for understanding that lead to better scholar understanding. Scholars can self-assess their learning and make appropriate adjustments to their own learning. <i>>91-100% of the scholars are confident working through the independent work because the proper supports were included</i>	instruction based on frequent checks for understanding that lead to better scholar understanding. <i>>71-90% of the scholars understanding increases due to frequent CFU's and adjustments to learning</i>	based on checks for understanding, however, feedback is often uneven, and scholars are unaware of their learning. <i>>51-70% of the scholars understanding increases due to frequent CFU's and adjustments to learning</i>	does not change course based on scholar learning and understanding. <i>50% or fewer scholars understanding increases due to frequent CFU's and adjustments to learning</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> ● Modifies instruction during lesson in response to CFU's ● Responds to misunderstandings with effective scaffolding ● Shares different approaches for scholars to try when experiencing difficulty 		Scholars: <ul style="list-style-type: none"> ● Attempt other approaches when faced with difficulty ● Engage in questioning for understanding ● Provide authentic feedback in CFU's 	
Indicator 6.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Effective Questioning	The teacher uses wait time effectively both after asking a cognitively challenging question and before helping scholars think through and articulate their response. The teacher uses a variety of questioning prompts to promote metacognition. <i>>91-100% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</i>	The teacher uses wait time effectively both after asking a question designed to promote scholar thinking and before helping scholars articulate their response. The teacher provides questions designed to promote metacognition. <i>>71-90% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</i>	The teacher does not incorporate enough wait time before or after asking a question or does not ask questions designed to promote metacognition. <i>>51-70% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</i>	The teacher does not incorporate wait time before or after asking a question and does not provide questions to promote metacognition. <i>50% or less of the scholars are able to articulate their response clearly due to enough wait time being incorporated</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> ● Makes effective use of wait time ● Utilizes no opt-out rule ● Provides supports while allowing scholars to formulate answers 		Scholars: <ul style="list-style-type: none"> ● Actively use think time to formulate answers ● Demonstrate the ability to think through their responses 	
Indicator 6.7	Highly Effective	Effective	Improvement Necessary	Requires Action
Accountability for Understanding	The “No opt-out” method is incorporated, and all scholars are accountable for understanding content. <i>>91-100% of the scholars are held accountable for understanding the content</i>	The “No opt-out” method is incorporated, and most scholars are held accountable for understanding the content. <i>>71-90% of the scholars are held accountable for understanding the content</i>	Some scholars are held accountable for understanding the content, while others can opt-out. <i>>51-70% of the scholars are held accountable for understanding the content</i>	Most scholars can get away with opting out of the learning experience. The teacher often calls on only the scholars that understand the content. <i>50% or fewer scholars are held accountable for understanding the content</i>

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Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Checks for understanding of all scholars ● Does not allow for scholars to “opt-out” ● Utilizes multiple questioning techniques to assess understanding 		Scholars: <ul style="list-style-type: none"> ● Are not allowed to “opt-out” of checks for understanding ● Ask clarifying questions to master material ● Collaborate with classmates to ensure understanding 	
Indicator 6.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Pacing of Instruction	<p>The pace of instruction and content delivery possesses the appropriate level of rigor and challenging content. The pace provides all scholars the time needed to intellectually engage with and reflect upon learning.</p> <p><i>>91-100% of the scholars can keep up with the pace and rigor of the instruction</i></p>	<p>The pace of instruction and content delivery possesses the appropriate level of rigor.</p> <p><i>>71-90% of the scholars can keep up with the pace and rigor of the instruction</i></p>	<p>The pace of instruction and content delivery does not provide scholars the time they need to be intellectually engaged. Pace is often slow or too fast for scholars to keep up with or maintain interest.</p> <p><i>>51-70% of the scholars can keep up with the pace and rigor of the instruction</i></p>	<p>The pace of instruction is too slow or rushed. Very few scholars are intellectually engaged or interested.</p> <p><i>50% or fewer scholars can keep up with the pace and rigor of the instruction</i></p>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> ● Engages students in open-ended questioning ● Encourages student collaboration to verbalize thinking ● Utilizes variety of questioning strategies to engage all scholars 		Scholars: <ul style="list-style-type: none"> ● Initiate higher-order questions ● Have meaningful opportunities to practice and apply what they are learning 	

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**Domain #7:
Level 2 Instructional Execution**



Indicator 7.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Point
Differentiation	<p>The teacher incorporates several instructional activities that possess a variety of differentiated strategies to meet the individual needs of all scholars.</p> <p><i>>91-100% of the lessons include a variety of instructional strategies aimed to meet scholar needs</i></p>	<p>The teacher incorporates instructional activities that possess a variety of differentiated strategies to meet the individual needs of scholars.</p> <p><i>>71-90% of the lessons include a variety of instructional strategies aimed to meet scholar needs</i></p>	<p>The teacher tries to incorporate instructional activities that may or may not possess a variety of differentiated strategies.</p> <p><i>>51-70% of the lessons include a variety of instructional strategies aimed to meet scholar needs</i></p>	<p>Teacher does not incorporate instructional activities that possess a variety of differentiated strategies.</p> <p><i>50% or fewer of the lessons include a variety of instructional strategies aimed to meet scholar needs</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> ● Provides choice in learning activities ● Adjusts modes of delivery to adapt to different learning styles ● Uses a variety of instructional methods 		<p>Scholars:</p> <ul style="list-style-type: none"> ● Are able to learn through a preferred modality ● Have specific learning styles accounted for 	
Indicator 7.2	Highly Effective	Effective	Improvement Necessary	Requires Action
Higher Level Questioning	<p>The teacher uses a variety of open-ended question techniques or prompts to challenge scholars cognitively, to determine scholar mastery of all DOK levels. Questions lead scholars through</p>	<p>The teacher uses open-ended question techniques (CFUs) to determine scholar mastery of the DOK levels, including multiple answers.</p>	<p>The teacher's questions lead scholars through a single path of inquiry, with answers determined in advance.</p>	<p>The teacher's questions are of low complexity and have a single answer. Only a few students contribute to the discussion.</p>

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	multiple paths of inquiry and answers. <i>>91-100% of instruction provides opportunities for complex thinking</i>	<i>>71-90% of instruction provides opportunities for complex thinking</i>	<i>>51-70% of instruction provide opportunities for complex thinking</i>	<i>50% or less of instruction provides opportunities for complex thinking</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Is intentional in planning open-ended questions to challenge thinking Provides opportunities for higher level discussions Purposefully plans questions at all DOK levels 		Scholars: <ul style="list-style-type: none"> Are challenged at higher levels of inquiry Engage in content at all DOK levels 	
Indicator 7.3	Highly Effective	Effective	Improvement Necessary	Requires Action
Student Collaboration	Scholars are given many opportunities to participate in each other's learning of content through collaboration during the lesson. <i>>91-100% of learning activities involve student collaboration</i>	Scholars participate in each other's learning of content through collaboration during the lesson. <i>>71-90% of learning activities involve student collaboration</i>	Scholars have some opportunities to participate in each other's learning of content through collaboration during the lesson. <i>>51-70% of learning activities involve student collaboration</i>	Scholars are not given opportunities to participate in each other's learning of content through collaboration during the lesson. <i>50% or fewer learning activities involve student collaboration</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> Provides meaningful opportunities for collaboration Recognizes meaningful collaboration among scholars Communicates the notion that all scholars can be successful 		Scholars: <ul style="list-style-type: none"> Demonstrate commitment to quality work Recognize efforts of classmates Support each other in the learning process 	
Indicator 7.4	Highly Effective	Effective	Improvement Necessary	Requires Action
Effective Instructional Strategies	The teacher effectively uses instructional strategies to maximize learning at the appropriate time during a lesson. The strategies are executed with a high level of complexity. (Do Nows, Turn & Talk, Pair & Share, Stop & Jot, Cold Call, etc.). <i>>91-100% of scholars actively engage in instructional strategies used by teacher</i>	The teacher effectively uses instructional strategies to maximize learning at the appropriate time during the lesson. (Do Nows, Turn & Talk, Pair & Share, Stop & Jot, Cold Call, etc.). <i>>71-90% of scholars actively engage in instructional strategies used by teacher</i>	The teacher sometimes uses instructional strategies to maximize learning, but not always at the appropriate time during a lesson. (Do Nows, Turn & Talk, Pair & Share, Stop & Jot, Cold Call, etc.). <i>>51-70% of scholars actively engage in instructional strategies used by teacher</i>	The teacher does not use appropriate instructional strategies to maximize learning. <i>50% or less of scholars actively engage in instructional strategies used by teacher</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> Utilizes variety of instructional techniques to maximize learning Checks for understanding at appropriate times throughout a lesson Provides independent and collaborative checks for understanding 		Scholars: <ul style="list-style-type: none"> Actively engage in learning activities Provide authentic feedback when utilizing the instructional strategies 	

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Indicator 7.5	Highly Effective	Effective	Improvement Necessary	Requires Action
Culture of Complex Thinking	Scholars answer and ask a variety of questions that challenge them cognitively. They frequently ask higher-level questions and/or engage in higher-level tasks. <i>>91-100% of the tasks and questions that scholars participate with challenge them cognitively</i>	Scholars are able to ask and answer higher-level questions and/or engage in higher-level tasks. <i>>71-90% of the tasks and questions that scholars participate with challenge them cognitively</i>	Scholars sometimes ask and answer higher and lower-level questions and tasks. <i>>51-70% of the tasks and questions that scholars participate with challenge them cognitively</i>	Scholars answer and ask lower-level questions and/or engage in lower level tasks only. <i>50% or fewer tasks and questions that scholars participate with challenge them cognitively</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Establishes a culture of complex discussion ● Encourages scholars to initiate discussions ● Pushes scholars' level of questions and answers with one another 		Scholars: <ul style="list-style-type: none"> ● Challenge one another in their thinking ● Engage in higher-level discussions 	
Indicator 7.6	Highly Effective	Effective	Improvement Necessary	Requires Action
Content Knowledge	The teacher's practice reflects solid knowledge and understanding of the content, precision of language and academic vocabulary, posing higher-level questioning, and providing effective scaffolding techniques as needed. <i>>91-100% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</i>	The teacher's practice reflects solid knowledge and understanding of the content, language, and academic vocabulary. <i>>71-90% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</i>	The teacher's practice reflects some knowledge and understanding of content, language, and academic vocabulary. <i>>51-70% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</i>	The teacher's practice is not developed and lacks a solid foundation of knowledge and understanding of content. <i>50% or fewer scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</i>
Critical Attributes:	Teacher: <ul style="list-style-type: none"> ● Communicates content clearly and accurately ● Models process for learning task ● Uses appropriate vocabulary and language for scholars' age and development 		Scholars: <ul style="list-style-type: none"> ● Actively engage with learning task indicating understanding of material and expectations ● Demonstrate understanding of the lesson content 	
Indicator 7.7	Highly Effective	Effective	Improvement Necessary	Requires Action
Culture of Perseverance	The teacher is able to develop all of the scholars by employing the "Stretch It" technique and helping scholars master objectives and develop grit when facing difficult tasks.	The teacher mostly employs the "Stretch It" technique and helps many scholars master objectives and develop grit when facing difficult tasks.	The teacher partially employs the "Stretch It" technique.	The teacher does not develop scholars further and only employs lower-level questions and low-level complexity.

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Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Encourages perseverance with difficult tasks ● Utilizes “Stretch It” when scholars face difficulty ● Celebrates displays of grit and stamina 		Scholars: <ul style="list-style-type: none"> ● Stretch their thinking when faced with a difficult task ● Respond to challenge of stamina and grit building ● Encourage classmates to persevere 	
Indicator 7.8	Highly Effective	Effective	Improvement Necessary	Requires Action
Effective Use of Assessments	<p>Assessments are used regularly in instruction, either by scholars self-assessing or informal/formal assessments by the teacher, to monitor the progress of learning. The teacher uses the data from the assessments to drive instructional turning points during a lesson.</p> <p><i>>91-100% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>Assessments are used in instruction, either by scholars self-assessing or informal/formal assessments by the teacher, to monitor the progress of learning. Data is used to change the course of instruction.</p> <p><i>>71-90% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>Assessments are sometimes used in instruction to monitor the progress of learning. Data sometimes changes the course of instruction.</p> <p><i>>51-70% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>Assessments are rarely used in instruction to monitor the progress of learning. Data does not change the course of instruction.</p> <p><i>50% or fewer assessments are used to regularly monitor the progress of learning</i></p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> ● Uses assessment data to drive instruction ● Adjusts instruction with CFU's ● Displays agility in lesson delivery using data 		Scholars: <ul style="list-style-type: none"> ● Exhibit meaningful self-assessing measures ● Set personal goals based on data 	

Phalen Leadership Academies

Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

The Phalen Leadership Academies eLearning rubric is a revised version of the 7 domain 56 indicator PLA Coaching Cycle Rubric compiled into 3 domains.

- **Domain 1** includes a series of observable indicators from the original domains 1-3 (*Culture and Behavior Management, SEL Teaching Practices, Classroom Management and Environment*)

DOMAIN #1

Culture, Behavior, Classroom Management, & Social Emotional Learning (SEL)



INDICATOR 1.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Teacher & Scholar Rapport	Attitudes and interactions between teachers and scholars and/or among scholars are always positive and respectful and inspires student confidence. >91-100% of interactions are positive and supportive	Attitudes and interactions between teachers and scholars and/or among scholars are mostly positive and respectful. >71-90% of interactions are positive and supportive	Attitudes and interactions between teachers and scholars and/or among scholars are sometimes positive and respectful. >51-70% of interactions are positive and supportive	Attitudes and interactions between teachers and scholars and/or among scholars are rarely positive and respectful. 50% or less of interactions are positive and supportive
Critical Attributes	TEACHER(S) <ul style="list-style-type: none"> • Uses respectful dialogue and tone with scholars • Makes connections with individual scholars • Uses knowledge of student interests to build on instruction • Uses language that inspires self-efficacy and “scholar stretch” 		SCHOLAR(S) <ul style="list-style-type: none"> • Exhibit respect for teacher • Treat classmates overall with respect • Interact with one another in a positive manner 	
INDICATOR 1.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Classroom Management	Conduct expectations are made very clear and executed with precision . Disruptive or off-task behavior does not occur . If they do occur, they are addressed with no interruptions to the lesson and with respect to scholars.	Conduct expectations are mostly clear . Disruptive or off-task behaviors are rare . If they do occur, they are addressed with minimal interruption to the lesson and with respect to scholars.	Conduct expectations somewhat unclear . Disruptive or off-task behaviors sometimes occur . If they do occur, they are addressed with some interruption to the lesson and with respect to scholars.	Conduct expectations are unclear . Disruptive or off-task behaviors often occur . When they do occur, they interrupt the lesson and are disrespectful to scholars.

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(Based on research from the Charlotte Danielson framework of Effective Teaching)

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	>91-100% of expectations are clear and scholars are on task	>71-90% of expectations are clear and scholars are on task	>51-70% of expectations are clear and scholars are on task	50% or less of expectations are clear and scholars are on task
Critical Attributes	TEACHER(S) <ul style="list-style-type: none"> • Communicates expectations clearly • Redirects off-task behavior with minimal interruption • Uses respect with all scholars 		SCHOLAR(S) <ul style="list-style-type: none"> • Follow classroom expectations • Respond to respectful redirection 	
INDICATOR 1.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Culture of Achievement	The classroom culture is characterized with the belief that all scholars can succeed if they work hard and take pride in their work. <i>>91-100% of communication is characterized with the belief that all scholars can succeed</i>	The classroom culture is characterized with the belief that most scholars can succeed if they work hard and take pride in their work. <i>>71-90% of communication is characterized with the belief that all scholars can succeed</i>	The classroom culture is somewhat established with the belief that some scholars can succeed if they work hard and take pride in their work. <i>>51-70% of communication is characterized with the belief that all scholars can succeed</i>	The classroom culture is not established with the belief that all scholars can succeed if they work hard and take pride in their work. <i>50% or less of communication is characterized with the belief that all scholars can succeed</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> • Believes all scholars can succeed • Instills culture of hard work • Fosters pride in work 		Scholars: <ul style="list-style-type: none"> • Show pride in their work • Are empowered to believe they can succeed 	
INDICATOR 1.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Competence Building of Multimedia Resources	Teacher utilizes a variety of tools to practice new learning. The teacher's lesson demonstrates the instructor's extensive use of web, software, multimedia and visual resources, and identifies options to support diverse scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>>91-100% of scholars are engaged with e-resources for the lesson</i>	Teacher utilizes tools to practice new learning. The teacher's lesson demonstrates the instructor's use of web, software, multimedia and visual resources, and identifies options to support scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>>71-90% of scholars are engaged with e-resources for the lesson</i>	Teacher utilizes some tools to practice new learning. The teacher's lesson demonstrates some use of web, software, multimedia and visual resources, but only occasionally identifies options to support scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>>51-70% of scholars are engaged with e-resources for the lesson</i>	Teacher utilizes minimal or no tools to practice new learning. The teacher's lesson demonstrates minimal or no web, software, multimedia and visual resources, and does not identify options to support scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>50% or less of scholars are engaged with e-resources for the lesson</i>

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

Critical Attributes	Teacher: <ul style="list-style-type: none"> Helps student correct mistakes Facilitates variety of digital resources to support learning Uses scholar misconception to guide instruction 		Scholars: <ul style="list-style-type: none"> Engage in content throughout instructional cycle Engages in a variety of digital resources Use feedback from teacher and peers to improve work 	
INDICATOR 1.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Self-Assessment and Self-Reflection	Teacher provides multiple opportunities for scholar self-reflection on work and progress. <i>>91-100% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides opportunities for scholar self-reflection on work and progress. <i>>71-90% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides few opportunities for scholar self-reflection on work and progress. <i>>51-70% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides no opportunity for scholar self-reflection on work and progress. <i>50% of scholars effectively gauge their understanding of a new skill.</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Articulates learning goals Provides time to reflect on academic and social goals Provides feedback for improvement 		Scholars: <ul style="list-style-type: none"> Understand how work relates to achieving their goals Monitor their own learning Know the process for seeking assistance in learning 	
INDICATOR 1.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
SEL Student Collaboration	Scholars seamlessly interact with and support each other in their learning efforts. The classroom environment seamlessly supports collaboration. <i>>91-100% of scholars are supported in their learning efforts</i>	Scholars interact with and support each other in their learning efforts. The classroom environment supports collaboration. <i>>71-90% of scholars are supported in their learning efforts</i>	Scholars rarely interact with and support each other in their learning efforts. The classroom environment somewhat supports collaboration. <i>>51-70% of scholars are supported in their learning efforts</i>	Scholars do not interact with and support each other in their learning efforts. The classroom environment does not support collaboration. <i>50% or fewer scholars are supported in their learning efforts</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Intentionally plans for positive and appropriate student collaboration Creates a culture of peer support encouragement for learning Celebrates and models effective collaboration examples Collaboration activities reinforce content as well as collaboration skills(e.g., teamwork, cooperation, negotiation, consensus-building.) Activities are designed to help build a sense of community. 		Scholars: <ul style="list-style-type: none"> Engage in collaborative opportunities with diverse peers (e.g. inclusive mindsets) Encourage one another's learning efforts (e.g. promoting a culture of respect and dignity) Celebrate achievements of fellow scholars 	

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INDICATOR 1.7	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Relevance of Learning Objective	Scholar comments and actions demonstrate that they are extremely engaged and excited about their work and completely understand the relevance for why the learning is important. <i>>91-100% of the scholars are excited about their learning and understand its relevancy</i>	Scholar comments and actions demonstrate that they are engaged and excited about their work and understand the relevance for why it is important. <i>>71-90% of the scholars are excited about their learning and understand its relevancy</i>	Scholar comments and actions demonstrate that they are somewhat engaged about their work and somewhat understand the relevance for why the learning is important. <i>>51-70% of the scholars are excited about their learning and understand its relevancy</i>	Scholars comments and actions demonstrate that they are disengaged with their work and lack the relevance for why the learning is important. <i>50% or fewer scholars are excited about their learning and understand its relevancy</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Connects learning objectives to scholars' lives Fosters an environment of excitement for learning Creates a sense of urgency and importance for learning tasks 		Scholars: <ul style="list-style-type: none"> See importance of learning to their lives Exhibit excitement for learning Make comments that demonstrate excitement about learning 	
INDICATOR 1.8	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Student Participation and Engagement	The classroom environment is very positive and is characterized with high expectations that encourage all scholars to participate. The teacher ensures the participation of all scholars and holds them all accountable for learning. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>91-100% of the classroom environment is positive and encourages participation</i>	The classroom environment is positive and is characterized with expectations that encourage most scholars to participate. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>71-90% of the classroom environment is positive and encourages participation</i>	The classroom environment is somewhat positive and is characterized with some expectations that encourage some scholars to participate. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>51-70% of the classroom environment is positive and encourages participation</i>	The classroom environment is rarely positive and is characterized with low expectations . There is little encouragement for few scholars to participate. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>50 or less of the classroom environment is positive and encourages participation</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Fosters a culture of active participation from all scholars Solicits participation from all scholars in a supportive manner Creates a positive, safe environment where all answers are respected 		Scholars: <ul style="list-style-type: none"> Exhibit excitement for learning Make comments that demonstrate excitement about learning 	

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

The Phalen Leadership Academies eLearning rubric is a revised version of the 7 domain 56 indicator PLA Coaching Cycle Rubric compiled into 3 domains.

- Domain 2 includes a series of observable indicators from the original domains 4-5 (*Student Engagement and Effective Lesson Components*)

DOMAIN #2

Student Engagement & Effective Lesson Components



INDICATOR 2.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
<p>Scaffolding and Differentiation of Instruction</p> <p>I Do, We Do, You Do</p>	<p>Lesson provides the appropriate level of scaffolding for diverse scholars (<i>e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.</i>) that scholars are actively engaged with differentiated e-learning activities that promote clear understanding.</p>	<p>Lesson provides the appropriate level of scaffolding so that scholars are engaged with differentiated e-learning activities that promote understanding.</p>	<p>Lesson provides some appropriate level of scaffolding. Scholars are somewhat engaged with differentiated e-learning activities that promote understanding.</p>	<p>Lesson does not provide an appropriate level of scaffolding. Scholars are disengaged with differentiated e-learning activities that promote understanding.</p>

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	>91-100% of the scholars are engaged in appropriate e-learning activities that promote understanding	>71-90% of the scholars are engaged in appropriate e-learning activities that promote understanding	>51-70% of the scholars are engaged in appropriate e-learning activities that promote understanding	50% or fewer scholars are engaged in appropriate e-learning activities that promote understanding
Critical Attributes	Teacher: <ul style="list-style-type: none"> Adjusts instruction to meet various scholars' needs Provides supports and scaffolding to ensure understanding Monitors level of understanding and engagement All required assistive technology or supports are utilized. (e.g. transcripts, voice recognition) 504 and IEP considerations for e-learning. (e.g. colors, text size manipulations, audio and video controls) 		Scholars: <ul style="list-style-type: none"> Are engaged with learning activities Receive scaffolding during instruction to support learning Achieve understanding of learning objectives 	
INDICATOR 2.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Extension of Thinking	<p>The lesson materials/activities enable scholars to personally interact with and react to the content. The materials and activities allow the scholars to extend their thinking.</p> <p>>91-100% of the scholars interact with and react to the lesson materials/ activities appropriately</p>	<p>The lesson materials/activities enable scholars to personally interact with and react to the content.</p> <p>>71-90% of the scholars interact with and react to the lesson materials/ activities appropriately</p>	<p>The lesson materials/activities enable scholars to somewhat interact with and react to the content.</p> <p>>51-70% of the scholars interact with and react to the lesson materials/ activities appropriately</p>	<p>The lesson materials/activities do not allow scholars to personally interact with and react to the content.</p> <p>50% or fewer scholars interact with and react to the lesson materials/ activities appropriately</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Creates opportunities for students to personally engage with activities Connects lessons to scholars' personal lives Fosters opportunities for scholars to extend their thinking 		Scholars: <ul style="list-style-type: none"> Interface with activities on a personal level Are eager to extend learning or thinking on the subject Make personal connections to learning activities 	
INDICATOR 2.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Clarity of Communication	<p>The teacher utilizes a variety of methods to communicate content and engage scholars in their learning that significantly promotes their understanding. The content is appropriate for diverse scholars' interests and background knowledge.</p>	<p>The teacher clearly communicates content and engages scholar interests and background to promote their understanding. The content is appropriate for scholars' interests and background knowledge. (e.g., Auditory,</p>	<p>The teacher communicates content and engages scholars to somewhat promote their understanding. The content is somewhat appropriate to scholars' interests and background knowledge. (e.g., Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.)</p>	<p>The teacher struggles to communicate content and engage scholars does not promote their understanding. The content is not appropriate to scholars' interests or background knowledge. (e.g., Auditory,</p>

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	(e.g., Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) >91-100% of the teacher's communication is clear, appropriate for diverse learners, and correct	Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) >71-90% of the teacher's communication is clear, appropriate, and correct	>51-70% of the teacher's communication is clear, appropriate, and correct	Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) 50% or less of the teacher's communication is clear, appropriate, and correct
Critical Attributes	Teacher: <ul style="list-style-type: none"> States clearly what/why scholars are learning Connects content with scholars' interests and background knowledge Restates content in multiple ways to increase understanding 		Scholars: <ul style="list-style-type: none"> Engage with learning task indicating understanding of content Ask clarifying questions reflecting engagement with the lesson Extend current learning by transferring information 	
INDICATOR 2.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
eLearning Instructional Strategies	The teacher actively seeks knowledge of scholars' backgrounds and provides differentiated ways to engage with the content including use of multimedia and interactive learning activities. The teacher incorporates a variety of learning levels/styles, backgrounds, interests, skills to meet individual scholar needs . >91-100% of instruction is differentiated and utilizes a variety of learning strategies including multimedia and interactive learning objects.	The teacher provides differentiated ways of engaging with content including use of multimedia and interactive learning activities and incorporating learning levels/styles, backgrounds, interests, and skills to meet individual scholar needs . >71-90% of instruction is differentiated and utilizes a variety of learning strategies including multimedia and/or interactive learning objects.	The teacher sometimes provides differentiated ways of engaging with content including use of multimedia or interactive learning activities that are suitable for some scholars . >51-70% of instruction is differentiated and utilizes a variety of learning strategies including multimedia or interactive learning objects.	The teacher rarely provides differentiated ways of engaging with content that are suitable for a few scholars . 50% or less of instruction is differentiated and utilizes a variety of learning strategies including multimedia or interactive learning objects.
Critical Attributes	Teacher: <ul style="list-style-type: none"> Varies groupings productively to meet lesson objectives Integrates different modalities and learning styles to engage content Creates learning tasks that have multiple correct approaches/responses 		Scholars: <ul style="list-style-type: none"> Have some choice in how to complete tasks Demonstrate active cognitive engagement vs passive Have the opportunity to engage with content differently 	
INDICATOR 2.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Standards-Aligned Instruction	Learning targets are seamlessly aligned to the state standards, can be	Learning targets are aligned to the state standards, are posted in a	Learning targets are sometimes aligned to the state standards, posted in	Learning targets are not aligned to the state standards, posted in a

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	<p>assessed, are posted in a scholar-friendly manner, and evident in both plans and practice. Teacher demonstrates understanding of how to align lessons to the state standards by including what the scholars should know, understand, and be able to do.</p> <p><i>>91-100% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>scholar-friendly manner, and evident in both plans and practice.</p> <p><i>>71-90% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>a scholar-friendly manner, and are somewhat evident in both plans and practice.</p> <p><i>>51-70% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>scholar-friendly manner, and not evident in both plans and practice.</p> <p><i>50% or fewer learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Identifies and communicates standards that scholars will master Revisits learning targets throughout the lesson Posts learning targets in scholar-friendly terms 		<p>Scholars:</p> <ul style="list-style-type: none"> Can explain what they are expected to learn Demonstrate learning expectations in work and discussions 	
INDICATOR 2.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Anticipatory Set	<p>The teacher seamlessly coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are engaged from the onset of the lesson because the teacher actively seeks creative ways of capturing scholars interest.</p> <p><i>>91-100% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>The teacher coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are engaged, even from the onset of a lesson.</p> <p><i>>71-90% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>The teacher sometimes coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are somewhat engaged, even from the onset of a lesson.</p> <p><i>>51-70% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>The teacher rarely coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are often disengaged, even from the onset of a lesson.</p> <p><i>50% or fewer lessons reflect thoughtful strategies for capturing scholar interest</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Engages scholars with “hook” for instruction (<i>e.g. picture, song, video, explore task, multimedia, higher-level-thinking question or discussion</i>) Establishes interest in learning before lesson Makes connections to lesson with scholars’ lives 		<p>Scholars:</p> <ul style="list-style-type: none"> Have high interest in learning new material See connection with objective to their lives Are eager to engage in learning activities 	
INDICATOR 2.7	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT

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<p>Effective Communication of Success Criteria</p>	<p>The teacher gives clear, concise directions and explanations so that scholars understand the expectations for the criteria for success. The teacher’s spoken and written language is expressive and finds opportunities to extend scholars’ vocabularies.</p> <p><i>>91-100% of the scholars understand the teacher’s explanations and directions for success</i></p>	<p>The teacher clearly communicates directions and explanations so that scholars understand the expectations for the criteria for success. The outcomes are clear to scholars.</p> <p><i>>71-90% of the scholars understand the teacher’s explanations and directions for success</i></p>	<p>The teacher attempts to communicate directions and explanations so that scholars understand the expectations for the criteria for success. The outcomes are somewhat clear to scholars.</p> <p><i>>51-70% of the scholars understand the teacher’s explanations and directions for success</i></p>	<p>The teacher struggles to communicate directions and explanations so that scholars understand the expectations for the criteria for success. The outcomes are unclear and confusing to scholars.</p> <p><i>50% or fewer scholars understand the teacher’s explanations and directions for success</i></p>
<p>Critical Attributes</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Clearly communicates directions and expectations of task Clearly communicates criteria for student success Uses explanation to extend learning 		<p>Scholars:</p> <ul style="list-style-type: none"> Can restate expectations for learning task Understand what success criteria are for task 	
<p>INDICATOR 2.8</p>	<p>Highly Effective</p>	<p>Effective</p>	<p>Improvement Necessary</p>	<p>Requires Action</p>
	<p>4 POINTS</p>	<p>3 POINTS</p>	<p>2 POINTS</p>	<p>1 POINT</p>
<p>Checks for Understanding</p>	<p>Assessment is fully integrated throughout instruction. The teacher uses a variety of methods to check for understanding that are successful in capturing scholars’ understanding and woven throughout the lesson. Scholars are aware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>>91-100% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher uses a variety of methods to check for understanding that are mostly successful in capturing scholars’ understanding. Scholars are aware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>>71-90% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher occasionally uses assessments to check for understanding that are sometimes successful in capturing scholars’ understanding. Scholars are somewhat aware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>>51-70% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher rarely uses assessments to check for understanding that are mildly successful. Scholars are unaware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>50% or fewer of lessons reflect a variety of methods to assess scholar understanding</i></p>
<p>Critical Attributes</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Monitors scholars’ understanding of new material Adjusts instruction to ensure understanding Plans instruction based on assessment data 		<p>Scholars:</p> <ul style="list-style-type: none"> Exhibit level of proficiency throughout lesson Respond to various CFU’s and assessments 	

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

The Phalen Leadership Academies eLearning rubric is a revised version of the 7 domain 56 indicator PLA Coaching Cycle Rubric compiled into 3 domains.

- Domain 3 includes a series of observable indicators from the original domains 6-7 (*Instructional Execution Level 1 & 2*)

DOMAIN #3

Instructional Execution Level 1 & Level 2



INDICATOR 3.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Activating Background Knowledge	The teacher seamlessly engages prior knowledge of skills and concepts and makes this connection evident for all scholars . The teacher finds ways to bring real world experiences into the classroom. <i>>91-100% of the scholars can use prior knowledge to make connections</i>	The teacher effectively engages prior knowledge of skills and concepts and makes this connection evident for most scholars. <i>>71-90% of the scholars can use prior knowledge to make connections</i>	The teacher attempts to engage prior knowledge of skills and concepts and makes the connection evident for some scholars. <i>>51-70% of the scholars can use prior knowledge to make connections</i>	The teacher does not try to engage prior knowledge of skills and concepts and scholars struggle to make connections . <i>>50% or fewer scholars can use prior knowledge to make connections</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> • Makes learning task relevant to scholars' lives (<i>e.g. local, national, international</i>) • Builds on prior knowledge or creates connections for learning task • Creates authentic learning experiences for scholars (<i>e.g. current issue/topics, situations, and circumstances</i>) 		Scholars: <ul style="list-style-type: none"> • Exhibit active engagement indicating connection to their life (<i>e.g. personal, local, national, international examples and experiences</i>) • Can explain why the learning is important (<i>e.g. personal examples</i>) 	
INDICATOR 3.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Standards-Based Instructional outcomes	Instructional outcomes are clearly established, effectively aligned to content standards, and appropriate for diverse (<i>e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.</i>) scholars.	Instructional outcomes are established, aligned to content standards, and are clear and appropriate for scholars.	Instructional outcomes are somewhat established, somewhat aligned to content standards, and are sometimes confusing for scholars.	Instructional outcomes are not clear and/or aligned to content standards, and are confusing for scholars.

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(Based on research from the Charlotte Danielson framework of Effective Teaching)

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	>91-100% of the scholars can articulate the instructional outcomes effectively	>71-90% of the scholars can articulate the instructional outcomes effectively	>51-70% of the scholars can articulate the instructional outcomes effectively	50% or fewer scholars can articulate the instructional outcomes effectively
Critical Attributes	Teacher: <ul style="list-style-type: none"> Aligns outcomes to state standards Clearly communicates instructional outcomes for each lesson Ensures appropriate content for all/diverse scholars (e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) 		Scholars: <ul style="list-style-type: none"> Understand and can clearly articulate the learning objectives (e.g. what, why, how) Receive standards-aligned, appropriate instruction (e.g. grade level and skill set appropriate for diverse scholars) 	
INDICATOR 3.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Effective Questioning	<p>The teacher uses wait time effectively both after asking a cognitively challenging question and before helping scholars think through and articulate their response. The teacher uses a variety of questioning prompts to promote metacognition.</p> <p>>91-100% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>	<p>The teacher uses wait time effectively both after asking a question designed to promote scholar thinking and before helping scholars articulate their response. The teacher provides questions designed to promote metacognition.</p> <p>>71-90% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>	<p>The teacher does not incorporate enough wait time before or after asking a question or does not ask questions designed to promote metacognition.</p> <p>>51-70% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>	<p>The teacher does not incorporate wait time before or after asking a question and does not provide questions to promote metacognition.</p> <p>50% or less of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>
Critical Attributes				
INDICATOR 3.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Pacing of Instruction	<p>The pace of instruction and content delivery possesses the appropriate level of rigor and challenging content. The pace provides all scholars the time needed to intellectually engage with and reflect upon learning.</p>	<p>The pace of instruction and content delivery possesses the appropriate level of rigor. The pace provides adequate time for most scholars the time needed to intellectually engage with and reflect upon learning.</p>	<p>The pace of instruction and content delivery provide scholars with a little time to be intellectually engaged. Pace is either too slow or too fast for some scholars to keep up with or maintain learning and interest levels.</p>	<p>The pace of instruction is too slow or rushed. Very few scholars are intellectually engaged or interested. The pace is either too slow or too fast for most scholars to maintain learning and interest levels.</p>

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	>91-100% of the scholars can keep up with and/or are kept engaged with the pace and rigor of the instruction	>71-90% of the scholars can keep up with and/or kept engaged with the pace and rigor of the instruction	>51-70% of the scholars can keep up with and/or are kept engaged with the pace and rigor of the instruction	>50% or fewer scholars can keep up with and/or kept engaged with the pace and rigor of the instruction
Critical Attributes	Teacher: <ul style="list-style-type: none"> Engages students in open-ended questioning (e.g. How, why, what if..., etc.,) Encourages student collaboration to verbalize thinking (e.g. chat, whiteboard activities, polling, etc.,) Utilizes variety of questioning strategies to engage all scholars 		Scholars: <ul style="list-style-type: none"> Initiate higher-order questions (e.g. How, why, what if...,etc.,) Have meaningful opportunities to practice and apply what they are learning Experience appropriate struggle and/or grapple with content and tasks 	
INDICATOR 3.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Higher level Questioning	<p>The teacher uses a variety of open-ended question techniques or prompts to challenge diverse scholars cognitively, to determine mastery of all DOK levels. Questions lead scholars through multiple paths of inquiry and answers. Most students contribute and/or lead authentic discussions.</p> <p>>91-100% of instruction provides opportunities for complex thinking</p>	<p>The teacher's questions lead scholars to a variety of responses by using open-ended question techniques as a check for understanding to determine scholar mastery of the DOK levels, which included multiple answers. Most students contribute to an authentic discussion.</p> <p>>71-90% of instruction provides opportunities for complex thinking</p>	<p>The teacher's questions lead scholars through either a single path of inquiry and some, with answers determined in advance. (e.g. <i>closed-ended, low DOK level questions</i>). Only a few students contribute to the information share and/or possible discussion.</p> <p>>51-70% of instruction provide opportunities for complex thinking</p>	<p>The teacher's questions are of low complexity and have a single answer. Only a few or no students contribute to the information share and/or possible discussion.</p> <p>50% or less of instruction provides opportunities for complex thinking</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Is intentional in planning open-ended questions to challenge thinking Provides opportunities for higher level discussions Purposefully plans questions at all DOK levels 		Scholars: <ul style="list-style-type: none"> Are challenged at higher levels of inquiry Engage in content at all DOK levels (e.g. creates and responds to questions) 	
INDICATOR 3.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Student Collaboration	<p>Scholars lead and/or are given multiple opportunities to contribute to each other's learning of content through interactive techniques and/or collaborative strategies throughout the lesson.</p>	<p>Scholars have opportunities to participate in each other's learning of content through interactive techniques and/or collaborative strategies throughout the lesson.</p>	<p>Scholars have some opportunities to participate in each other's learning of content through some interactive techniques and/or some collaborative strategies during the lesson.</p>	<p>Scholars are not given opportunities to participate in each other's learning of content through minimal and/or no interactive techniques and/or collaborative strategies during the lesson.</p>

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	>91-100% of learning activities involve student collaboration	>71-90% of learning activities involve student collaboration	>51-70% of learning activities involve student collaboration	>50% or fewer learning activities involve student collaboration
Critical Attributes	Teacher: <ul style="list-style-type: none"> Creates meaningful opportunities for student-to-student collaboration Recognizes and provides feedback when meaningful collaboration among scholars occur Communicates the notion that all/diverse scholars can be successful (e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) 		Scholars: <ul style="list-style-type: none"> Demonstrate commitment to quality work Recognize skill set efforts of classmates Support each other in the learning process (e.g. beyond an information share, students enhance each others learning by providing academic feedback and in-sight) 	
INDICATOR 3.7	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Content Knowledge and eLearning Pedagogy	<p>The teacher's practice reflects extensive knowledge and understanding of the content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates extensive knowledge of e-learning pedagogy. Utilizes a variety of strategies, techniques and resources unique to the virtual classroom setting.</p> <p>>91-100% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>	<p>The teacher's practice reflects solid knowledge and understanding of the content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates knowledge of e-learning pedagogy. Utilizes strategies, techniques and resources unique to the virtual classroom setting.</p> <p>>71-90% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>	<p>The teacher's practice reflects some knowledge and understanding of content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates some knowledge of e-learning pedagogy. Utilizes some strategies, techniques and resources unique to the virtual classroom setting, but often relies on duplicating traditional instructional practices.</p> <p>>51-70% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>	<p>The teacher's practice is in progress and/or not developed with the knowledge and understanding of content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates minimal knowledge of e-learning pedagogy and frequently relies on duplicating traditional instructional practices.</p> <p>50% or fewer scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Communicates content clearly and accurately (e.g. audio, visual: images vs. words) Models the processes and procedures for e-learning tasks and procedures References prerequisite relationships and adjusts to misconceptions Uses appropriate vocabulary and language for scholars' age and development 		Scholars: <ul style="list-style-type: none"> Actively engage with elearning content and tasks (e.g. chats, polling, surveys, etc.) Articulate understanding of content material and procedural expectations Demonstrate understanding of the lesson content and expectations 	
INDICATOR 3.8	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Effective Use of Assessments	Assessments are used regularly during instruction, led by the scholars to	Assessments are used during instruction, either by scholars to	Assessments are sometimes used during instruction to monitor the	Assessments are rarely used during instruction to monitor the progress of

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	<p>self-assess with informal/formal assessments and/or led by the teacher, to monitor the progress of e-learning. The teacher uses the data from the assessments to drive instructional turning points throughout the lesson.</p> <p><i>>91-100% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>self-assess with informal/formal assessments or led by the teacher, to monitor the progress of e-learning. Data is used to change the course of instruction.</p> <p><i>>71-90% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>progress of e-learning. Data is sometimes used to change the course of instruction.</p> <p><i>>51-70% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>e-learning. Data is not used to change the course of instruction.</p> <p><i>>50% or fewer assessments are used to regularly monitor the progress of learning</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> • Uses assessment data to drive instruction • Adjusts instruction with CFU's • Displays agility in lesson delivery using data 		<p>Scholars:</p> <ul style="list-style-type: none"> • Demonstrate self-assessment skills and knowledge • Set personal goals based on data • Articulate strategies and/or resources that will support personal success 	

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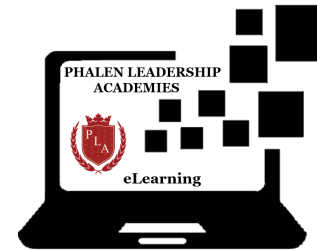
Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

The Phalen Leadership Academies eLearning rubric is a revised version of the 7 domain 56 indicator PLA Coaching Cycle Rubric compiled into 3 domains.

- **Domain 1** includes a series of observable indicators from the original domains 1-3 (*Culture and Behavior Management, SEL Teaching Practices, Classroom Management and Environment*)

DOMAIN #1

Culture, Behavior, Classroom Management, & Social Emotional Learning (SEL)



INDICATOR 1.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Teacher & Scholar Rapport	Attitudes and interactions between teachers and scholars and/or among scholars are always positive and respectful and inspires student confidence. >91-100% of interactions are positive and supportive	Attitudes and interactions between teachers and scholars and/or among scholars are mostly positive and respectful. >71-90% of interactions are positive and supportive	Attitudes and interactions between teachers and scholars and/or among scholars are sometimes positive and respectful. >51-70% of interactions are positive and supportive	Attitudes and interactions between teachers and scholars and/or among scholars are rarely positive and respectful. 50% or less of interactions are positive and supportive
Critical Attributes	TEACHER(S) <ul style="list-style-type: none"> • Uses respectful dialogue and tone with scholars • Makes connections with individual scholars • Uses knowledge of student interests to build on instruction • Uses language that inspires self-efficacy and “scholar stretch” 		SCHOLAR(S) <ul style="list-style-type: none"> • Exhibit respect for teacher • Treat classmates overall with respect • Interact with one another in a positive manner 	
INDICATOR 1.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Classroom Management	Conduct expectations are made very clear and executed with precision . Disruptive or off-task behavior does not occur . If they do occur, they are addressed with no interruptions to the lesson and with respect to scholars.	Conduct expectations are mostly clear . Disruptive or off-task behaviors are rare . If they do occur, they are addressed with minimal interruption to the lesson and with respect to scholars.	Conduct expectations somewhat unclear . Disruptive or off-task behaviors sometimes occur . If they do occur, they are addressed with some interruption to the lesson and with respect to scholars.	Conduct expectations are unclear . Disruptive or off-task behaviors often occur . When they do occur, they interrupt the lesson and are disrespectful to scholars.

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(Based on research from the Charlotte Danielson framework of Effective Teaching)

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	>91-100% of expectations are clear and scholars are on task	>71-90% of expectations are clear and scholars are on task	>51-70% of expectations are clear and scholars are on task	50% or less of expectations are clear and scholars are on task
Critical Attributes	TEACHER(S) <ul style="list-style-type: none"> Communicates expectations clearly Redirects off-task behavior with minimal interruption Uses respect with all scholars 		SCHOLAR(S) <ul style="list-style-type: none"> Follow classroom expectations Respond to respectful redirection 	
INDICATOR 1.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Culture of Achievement	The classroom culture is characterized with the belief that all scholars can succeed if they work hard and take pride in their work. <i>>91-100% of communication is characterized with the belief that all scholars can succeed</i>	The classroom culture is characterized with the belief that most scholars can succeed if they work hard and take pride in their work. <i>>71-90% of communication is characterized with the belief that all scholars can succeed</i>	The classroom culture is somewhat established with the belief that some scholars can succeed if they work hard and take pride in their work. <i>>51-70% of communication is characterized with the belief that all scholars can succeed</i>	The classroom culture is not established with the belief that all scholars can succeed if they work hard and take pride in their work. <i>50% or less of communication is characterized with the belief that all scholars can succeed</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Believes all scholars can succeed Instills culture of hard work Fosters pride in work 		Scholars: <ul style="list-style-type: none"> Show pride in their work Are empowered to believe they can succeed 	
INDICATOR 1.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Competence Building of Multimedia Resources	Teacher utilizes a variety of tools to practice new learning. The teacher's lesson demonstrates the instructor's extensive use of web, software, multimedia and visual resources, and identifies options to support diverse scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>>91-100% of scholars are engaged with e-resources for the lesson</i>	Teacher utilizes tools to practice new learning. The teacher's lesson demonstrates the instructor's use of web, software, multimedia and visual resources, and identifies options to support scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>>71-90% of scholars are engaged with e-resources for the lesson</i>	Teacher utilizes some tools to practice new learning. The teacher's lesson demonstrates some use of web, software, multimedia and visual resources, but only occasionally identifies options to support scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>>51-70% of scholars are engaged with e-resources for the lesson</i>	Teacher utilizes minimal or no tools to practice new learning. The teacher's lesson demonstrates minimal or no web, software, multimedia and visual resources, and does not identify options to support scholar learning.(e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) <i>50% or less of scholars are engaged with e-resources for the lesson</i>

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

Critical Attributes	Teacher: <ul style="list-style-type: none"> Helps student correct mistakes Facilitates variety of digital resources to support learning Uses scholar misconception to guide instruction 		Scholars: <ul style="list-style-type: none"> Engage in content throughout instructional cycle Engages in a variety of digital resources Use feedback from teacher and peers to improve work 	
INDICATOR 1.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Self-Assessment and Self-Reflection	Teacher provides multiple opportunities for scholar self-reflection on work and progress. <i>>91-100% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides opportunities for scholar self-reflection on work and progress. <i>>71-90% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides few opportunities for scholar self-reflection on work and progress. <i>>51-70% of scholars effectively gauge their understanding of a new skill.</i>	Teacher provides no opportunity for scholar self-reflection on work and progress. <i>50% of scholars effectively gauge their understanding of a new skill.</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Articulates learning goals Provides time to reflect on academic and social goals Provides feedback for improvement 		Scholars: <ul style="list-style-type: none"> Understand how work relates to achieving their goals Monitor their own learning Know the process for seeking assistance in learning 	
INDICATOR 1.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
SEL Student Collaboration	Scholars seamlessly interact with and support each other in their learning efforts. The classroom environment seamlessly supports collaboration. <i>>91-100% of scholars are supported in their learning efforts</i>	Scholars interact with and support each other in their learning efforts. The classroom environment supports collaboration. <i>>71-90% of scholars are supported in their learning efforts</i>	Scholars rarely interact with and support each other in their learning efforts. The classroom environment somewhat supports collaboration. <i>>51-70% of scholars are supported in their learning efforts</i>	Scholars do not interact with and support each other in their learning efforts. The classroom environment does not support collaboration. <i>50% or fewer scholars are supported in their learning efforts</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Intentionally plans for positive and appropriate student collaboration Creates a culture of peer support encouragement for learning Celebrates and models effective collaboration examples Collaboration activities reinforce content as well as collaboration skills(e.g., teamwork, cooperation, negotiation, consensus-building.) Activities are designed to help build a sense of community. 		Scholars: <ul style="list-style-type: none"> Engage in collaborative opportunities with diverse peers (e.g. inclusive mindsets) Encourage one another's learning efforts (e.g. promoting a culture of respect and dignity) Celebrate achievements of fellow scholars 	

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

INDICATOR 1.7	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Relevance of Learning Objective	Scholar comments and actions demonstrate that they are extremely engaged and excited about their work and completely understand the relevance for why the learning is important. <i>>91-100% of the scholars are excited about their learning and understand its relevancy</i>	Scholar comments and actions demonstrate that they are engaged and excited about their work and understand the relevance for why it is important. <i>>71-90% of the scholars are excited about their learning and understand its relevancy</i>	Scholar comments and actions demonstrate that they are somewhat engaged about their work and somewhat understand the relevance for why the learning is important. <i>>51-70% of the scholars are excited about their learning and understand its relevancy</i>	Scholars comments and actions demonstrate that they are disengaged with their work and lack the relevance for why the learning is important. <i>50% or fewer scholars are excited about their learning and understand its relevancy</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Connects learning objectives to scholars' lives Fosters an environment of excitement for learning Creates a sense of urgency and importance for learning tasks 		Scholars: <ul style="list-style-type: none"> See importance of learning to their lives Exhibit excitement for learning Make comments that demonstrate excitement about learning 	
INDICATOR 1.8	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Student Participation and Engagement	The classroom environment is very positive and is characterized with high expectations that encourage all scholars to participate. The teacher ensures the participation of all scholars and holds them all accountable for learning. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>91-100% of the classroom environment is positive and encourages participation</i>	The classroom environment is positive and is characterized with expectations that encourage most scholars to participate. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>71-90% of the classroom environment is positive and encourages participation</i>	The classroom environment is somewhat positive and is characterized with some expectations that encourage some scholars to participate. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>51-70% of the classroom environment is positive and encourages participation</i>	The classroom environment is rarely positive and is characterized with low expectations . There is little encouragement for few scholars to participate. <i>(e.g. Do Now, Polling, Emoji feedback, Stop and Jot, Cold Calls, Classroom Chat)</i> <i>>50 or less of the classroom environment is positive and encourages participation</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Fosters a culture of active participation from all scholars Solicits participation from all scholars in a supportive manner Creates a positive, safe environment where all answers are respected 		Scholars: <ul style="list-style-type: none"> Exhibit excitement for learning Make comments that demonstrate excitement about learning 	

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

The Phalen Leadership Academies eLearning rubric is a revised version of the 7 domain 56 indicator PLA Coaching Cycle Rubric compiled into 3 domains.

- Domain 2 includes a series of observable indicators from the original domains 4-5 (*Student Engagement and Effective Lesson Components*)

DOMAIN #2

Student Engagement & Effective Lesson Components



INDICATOR 2.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Scaffolding and Differentiation of Instruction I Do, We Do, You Do	Lesson provides the appropriate level of scaffolding for diverse scholars (<i>e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.</i>) that scholars are actively engaged with differentiated e-learning activities that promote clear understanding.	Lesson provides the appropriate level of scaffolding so that scholars are engaged with differentiated e-learning activities that promote understanding.	Lesson provides some appropriate level of scaffolding . Scholars are somewhat engaged with differentiated e-learning activities that promote understanding.	Lesson does not provide an appropriate level of scaffolding . Scholars are disengaged with differentiated e-learning activities that promote understanding.

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	>91-100% of the scholars are engaged in appropriate e-learning activities that promote understanding	>71-90% of the scholars are engaged in appropriate e-learning activities that promote understanding	>51-70% of the scholars are engaged in appropriate e-learning activities that promote understanding	50% or fewer scholars are engaged in appropriate e-learning activities that promote understanding
Critical Attributes	Teacher: <ul style="list-style-type: none"> Adjusts instruction to meet various scholars' needs Provides supports and scaffolding to ensure understanding Monitors level of understanding and engagement All required assistive technology or supports are utilized. (e.g. transcripts, voice recognition) 504 and IEP considerations for e-learning. (e.g. colors, text size manipulations, audio and video controls) 		Scholars: <ul style="list-style-type: none"> Are engaged with learning activities Receive scaffolding during instruction to support learning Achieve understanding of learning objectives 	
INDICATOR 2.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Extension of Thinking	<p>The lesson materials/activities enable scholars to personally interact with and react to the content. The materials and activities allow the scholars to extend their thinking.</p> <p>>91-100% of the scholars interact with and react to the lesson materials/ activities appropriately</p>	<p>The lesson materials/activities enable scholars to personally interact with and react to the content.</p> <p>>71-90% of the scholars interact with and react to the lesson materials/ activities appropriately</p>	<p>The lesson materials/activities enable scholars to somewhat interact with and react to the content.</p> <p>>51-70% of the scholars interact with and react to the lesson materials/ activities appropriately</p>	<p>The lesson materials/activities do not allow scholars to personally interact with and react to the content.</p> <p>50% or fewer scholars interact with and react to the lesson materials/ activities appropriately</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Creates opportunities for students to personally engage with activities Connects lessons to scholars' personal lives Fosters opportunities for scholars to extend their thinking 		Scholars: <ul style="list-style-type: none"> Interface with activities on a personal level Are eager to extend learning or thinking on the subject Make personal connections to learning activities 	
INDICATOR 2.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Clarity of Communication	<p>The teacher utilizes a variety of methods to communicate content and engage scholars in their learning that significantly promotes their understanding. The content is appropriate for diverse scholars' interests and background knowledge.</p>	<p>The teacher clearly communicates content and engages scholar interests and background to promote their understanding. The content is appropriate for scholars' interests and background knowledge. (e.g., Auditory,</p>	<p>The teacher communicates content and engages scholars to somewhat promote their understanding. The content is somewhat appropriate to scholars' interests and background knowledge. (e.g., Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.)</p>	<p>The teacher struggles to communicate content and engage scholars does not promote their understanding. The content is not appropriate to scholars' interests or background knowledge. (e.g., Auditory,</p>

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	(e.g., Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) >91-100% of the teacher's communication is clear, appropriate for diverse learners, and correct	Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) >71-90% of the teacher's communication is clear, appropriate, and correct	>51-70% of the teacher's communication is clear, appropriate, and correct	Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) 50% or less of the teacher's communication is clear, appropriate, and correct
Critical Attributes	Teacher: <ul style="list-style-type: none"> States clearly what/why scholars are learning Connects content with scholars' interests and background knowledge Restates content in multiple ways to increase understanding 		Scholars: <ul style="list-style-type: none"> Engage with learning task indicating understanding of content Ask clarifying questions reflecting engagement with the lesson Extend current learning by transferring information 	
INDICATOR 2.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
eLearning Instructional Strategies	<p>The teacher actively seeks knowledge of scholars' backgrounds and provides differentiated ways to engage with the content including use of multimedia and interactive learning activities. The teacher incorporates a variety of learning levels/styles, backgrounds, interests, skills to meet individual scholar needs.</p> <p>>91-100% of instruction is differentiated and utilizes a variety of learning strategies including multimedia and interactive learning objects.</p>	<p>The teacher provides differentiated ways of engaging with content including use of multimedia and interactive learning activities and incorporating learning levels/styles, backgrounds, interests, and skills to meet individual scholar needs.</p> <p>>71-90% of instruction is differentiated and utilizes a variety of learning strategies including multimedia and/or interactive learning objects.</p>	<p>The teacher sometimes provides differentiated ways of engaging with content including use of multimedia or interactive learning activities that are suitable for some scholars.</p> <p>>51-70% of instruction is differentiated and utilizes a variety of learning strategies including multimedia or interactive learning objects.</p>	<p>The teacher rarely provides differentiated ways of engaging with content that are suitable for a few scholars.</p> <p>50% or less of instruction is differentiated and utilizes a variety of learning strategies including multimedia or interactive learning objects.</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Varies groupings productively to meet lesson objectives Integrates different modalities and learning styles to engage content Creates learning tasks that have multiple correct approaches/responses 		Scholars: <ul style="list-style-type: none"> Have some choice in how to complete tasks Demonstrate active cognitive engagement vs passive Have the opportunity to engage with content differently 	
INDICATOR 2.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Standards-Aligned Instruction	Learning targets are seamlessly aligned to the state standards, can be	Learning targets are aligned to the state standards, are posted in a	Learning targets are sometimes aligned to the state standards, posted in	Learning targets are not aligned to the state standards, posted in a

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Virtual eLearning Coaching Cycle Performance Level Descriptors Rubric

	<p>assessed, are posted in a scholar-friendly manner, and evident in both plans and practice. Teacher demonstrates understanding of how to align lessons to the state standards by including what the scholars should know, understand, and be able to do.</p> <p><i>>91-100% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>scholar-friendly manner, and evident in both plans and practice.</p> <p><i>>71-90% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>a scholar-friendly manner, and are somewhat evident in both plans and practice.</p> <p><i>>51-70% of the learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>	<p>scholar-friendly manner, and not evident in both plans and practice.</p> <p><i>50% or fewer learning targets are aligned to state standards, posted, and evident in plans and practice</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Identifies and communicates standards that scholars will master Revisits learning targets throughout the lesson Posts learning targets in scholar-friendly terms 		<p>Scholars:</p> <ul style="list-style-type: none"> Can explain what they are expected to learn Demonstrate learning expectations in work and discussions 	
INDICATOR 2.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Anticipatory Set	<p>The teacher seamlessly coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are engaged from the onset of the lesson because the teacher actively seeks creative ways of capturing scholars interest.</p> <p><i>>91-100% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>The teacher coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are engaged, even from the onset of a lesson.</p> <p><i>>71-90% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>The teacher sometimes coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are somewhat engaged, even from the onset of a lesson.</p> <p><i>>51-70% of lessons reflect thoughtful strategies for capturing scholar interest</i></p>	<p>The teacher rarely coordinates knowledge of context and provides an anticipatory set or “hook” to capture the scholars’ interest and focus their attention on the lesson. Scholars are often disengaged, even from the onset of a lesson.</p> <p><i>50% or fewer lessons reflect thoughtful strategies for capturing scholar interest</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Engages scholars with “hook” for instruction (<i>e.g. picture, song, video, explore task, multimedia, higher-level-thinking question or discussion</i>) Establishes interest in learning before lesson Makes connections to lesson with scholars’ lives 		<p>Scholars:</p> <ul style="list-style-type: none"> Have high interest in learning new material See connection with objective to their lives Are eager to engage in learning activities 	
INDICATOR 2.7	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT

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<p>Effective Communication of Success Criteria</p>	<p>The teacher gives clear, concise directions and explanations so that scholars understand the expectations for the criteria for success. The teacher’s spoken and written language is expressive and finds opportunities to extend scholars’ vocabularies.</p> <p><i>>91-100% of the scholars understand the teacher’s explanations and directions for success</i></p>	<p>The teacher clearly communicates directions and explanations so that scholars understand the expectations for the criteria for success. The outcomes are clear to scholars.</p> <p><i>>71-90% of the scholars understand the teacher’s explanations and directions for success</i></p>	<p>The teacher attempts to communicate directions and explanations so that scholars understand the expectations for the criteria for success. The outcomes are somewhat clear to scholars.</p> <p><i>>51-70% of the scholars understand the teacher’s explanations and directions for success</i></p>	<p>The teacher struggles to communicate directions and explanations so that scholars understand the expectations for the criteria for success. The outcomes are unclear and confusing to scholars.</p> <p><i>50% or fewer scholars understand the teacher’s explanations and directions for success</i></p>
<p>Critical Attributes</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Clearly communicates directions and expectations of task Clearly communicates criteria for student success Uses explanation to extend learning 		<p>Scholars:</p> <ul style="list-style-type: none"> Can restate expectations for learning task Understand what success criteria are for task 	
<p>INDICATOR 2.8</p>	<p>Highly Effective</p>	<p>Effective</p>	<p>Improvement Necessary</p>	<p>Requires Action</p>
	<p>4 POINTS</p>	<p>3 POINTS</p>	<p>2 POINTS</p>	<p>1 POINT</p>
<p>Checks for Understanding</p>	<p>Assessment is fully integrated throughout instruction. The teacher uses a variety of methods to check for understanding that are successful in capturing scholars’ understanding and woven throughout the lesson. Scholars are aware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>>91-100% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher uses a variety of methods to check for understanding that are mostly successful in capturing scholars’ understanding. Scholars are aware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>>71-90% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher occasionally uses assessments to check for understanding that are sometimes successful in capturing scholars’ understanding. Scholars are somewhat aware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>>51-70% of lessons reflect a variety of methods to assess scholar understanding</i></p>	<p>The teacher rarely uses assessments to check for understanding that are mildly successful. Scholars are unaware of the assessment criteria used to evaluate their work. <i>(e.g. Beginning, Middle, End: Do Now, Polling, Survey, Chat Box, Cascade, Emoji Response)</i></p> <p><i>50% or fewer of lessons reflect a variety of methods to assess scholar understanding</i></p>
<p>Critical Attributes</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Monitors scholars’ understanding of new material Adjusts instruction to ensure understanding Plans instruction based on assessment data 		<p>Scholars:</p> <ul style="list-style-type: none"> Exhibit level of proficiency throughout lesson Respond to various CFU’s and assessments 	

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The Phalen Leadership Academies eLearning rubric is a revised version of the 7 domain 56 indicator PLA Coaching Cycle Rubric compiled into 3 domains.

- Domain 3 includes a series of observable indicators from the original domains 6-7 (*Instructional Execution Level 1 & 2*)

DOMAIN #3

Instructional Execution Level 1 & Level 2



INDICATOR 3.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Activating Background Knowledge	The teacher seamlessly engages prior knowledge of skills and concepts and makes this connection evident for all scholars . The teacher finds ways to bring real world experiences into the classroom. <i>>91-100% of the scholars can use prior knowledge to make connections</i>	The teacher effectively engages prior knowledge of skills and concepts and makes this connection evident for most scholars. <i>>71-90% of the scholars can use prior knowledge to make connections</i>	The teacher attempts to engage prior knowledge of skills and concepts and makes the connection evident for some scholars. <i>>51-70% of the scholars can use prior knowledge to make connections</i>	The teacher does not try to engage prior knowledge of skills and concepts and scholars struggle to make connections . <i>>50% or fewer scholars can use prior knowledge to make connections</i>
Critical Attributes	Teacher: <ul style="list-style-type: none"> • Makes learning task relevant to scholars' lives (<i>e.g. local, national, international</i>) • Builds on prior knowledge or creates connections for learning task • Creates authentic learning experiences for scholars (<i>e.g. current issue/topics, situations, and circumstances</i>) 		Scholars: <ul style="list-style-type: none"> • Exhibit active engagement indicating connection to their life (<i>e.g. personal, local, national, international examples and experiences</i>) • Can explain why the learning is important (<i>e.g. personal examples</i>) 	
INDICATOR 3.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Standards-Based Instructional outcomes	Instructional outcomes are clearly established, effectively aligned to content standards, and appropriate for diverse (<i>e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.</i>) scholars.	Instructional outcomes are established, aligned to content standards, and are clear and appropriate for scholars.	Instructional outcomes are somewhat established, somewhat aligned to content standards, and are sometimes confusing for scholars.	Instructional outcomes are not clear and/or aligned to content standards, and are confusing for scholars.

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(Based on research from the Charlotte Danielson framework of Effective Teaching)

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	>91-100% of the scholars can articulate the instructional outcomes effectively	>71-90% of the scholars can articulate the instructional outcomes effectively	>51-70% of the scholars can articulate the instructional outcomes effectively	50% or fewer scholars can articulate the instructional outcomes effectively
Critical Attributes	Teacher: <ul style="list-style-type: none"> Aligns outcomes to state standards Clearly communicates instructional outcomes for each lesson Ensures appropriate content for all/diverse scholars (e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) 		Scholars: <ul style="list-style-type: none"> Understand and can clearly articulate the learning objectives (e.g. what, why, how) Receive standards-aligned, appropriate instruction (e.g. grade level and skill set appropriate for diverse scholars) 	
INDICATOR 3.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Effective Questioning	<p>The teacher uses wait time effectively both after asking a cognitively challenging question and before helping scholars think through and articulate their response. The teacher uses a variety of questioning prompts to promote metacognition.</p> <p>>91-100% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>	<p>The teacher uses wait time effectively both after asking a question designed to promote scholar thinking and before helping scholars articulate their response. The teacher provides questions designed to promote metacognition.</p> <p>>71-90% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>	<p>The teacher does not incorporate enough wait time before or after asking a question or does not ask questions designed to promote metacognition.</p> <p>>51-70% of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>	<p>The teacher does not incorporate wait time before or after asking a question and does not provide questions to promote metacognition.</p> <p>50% or less of the scholars are able to articulate their response clearly due to enough wait time being incorporated</p>
Critical Attributes				
INDICATOR 3.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Pacing of Instruction	<p>The pace of instruction and content delivery possesses the appropriate level of rigor and challenging content. The pace provides all scholars the time needed to intellectually engage with and reflect upon learning.</p>	<p>The pace of instruction and content delivery possesses the appropriate level of rigor. The pace provides adequate time for most scholars the time needed to intellectually engage with and reflect upon learning.</p>	<p>The pace of instruction and content delivery provide scholars with a little time to be intellectually engaged. Pace is either too slow or too fast for some scholars to keep up with or maintain learning and interest levels.</p>	<p>The pace of instruction is too slow or rushed. Very few scholars are intellectually engaged or interested. The pace is either too slow or too fast for most scholars to maintain learning and interest levels.</p>

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	>91-100% of the scholars can keep up with and/or are kept engaged with the pace and rigor of the instruction	>71-90% of the scholars can keep up with and/or kept engaged with the pace and rigor of the instruction	>51-70% of the scholars can keep up with and/or are kept engaged with the pace and rigor of the instruction	>50% or fewer scholars can keep up with and/or kept engaged with the pace and rigor of the instruction
Critical Attributes	Teacher: <ul style="list-style-type: none"> Engages students in open-ended questioning (e.g. How, why, what if..., etc.,) Encourages student collaboration to verbalize thinking (e.g. chat, whiteboard activities, polling, etc.,) Utilizes variety of questioning strategies to engage all scholars 		Scholars: <ul style="list-style-type: none"> Initiate higher-order questions (e.g. How, why, what if...,etc.,) Have meaningful opportunities to practice and apply what they are learning Experience appropriate struggle and/or grapple with content and tasks 	
INDICATOR 3.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Higher level Questioning	<p>The teacher uses a variety of open-ended question techniques or prompts to challenge diverse scholars cognitively, to determine mastery of all DOK levels. Questions lead scholars through multiple paths of inquiry and answers. Most students contribute and/or lead authentic discussions.</p> <p>>91-100% of instruction provides opportunities for complex thinking</p>	<p>The teacher's questions lead scholars to a variety of responses by using open-ended question techniques as a check for understanding to determine scholar mastery of the DOK levels, which included multiple answers. Most students contribute to an authentic discussion.</p> <p>>71-90% of instruction provides opportunities for complex thinking</p>	<p>The teacher's questions lead scholars through either a single path of inquiry and some, with answers determined in advance. (e.g. <i>closed-ended, low DOK level questions</i>). Only a few students contribute to the information share and/or possible discussion.</p> <p>>51-70% of instruction provide opportunities for complex thinking</p>	<p>The teacher's questions are of low complexity and have a single answer. Only a few or no students contribute to the information share and/or possible discussion.</p> <p>50% or less of instruction provides opportunities for complex thinking</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Is intentional in planning open-ended questions to challenge thinking Provides opportunities for higher level discussions Purposefully plans questions at all DOK levels 		Scholars: <ul style="list-style-type: none"> Are challenged at higher levels of inquiry Engage in content at all DOK levels (e.g. creates and responds to questions) 	
INDICATOR 3.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Student Collaboration	<p>Scholars lead and/or are given multiple opportunities to contribute to each other's learning of content through interactive techniques and/or collaborative strategies throughout the lesson.</p>	<p>Scholars have opportunities to participate in each other's learning of content through interactive techniques and/or collaborative strategies throughout the lesson.</p>	<p>Scholars have some opportunities to participate in each other's learning of content through some interactive techniques and/or some collaborative strategies during the lesson.</p>	<p>Scholars are not given opportunities to participate in each other's learning of content through minimal and/or no interactive techniques and/or collaborative strategies during the lesson.</p>

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	>91-100% of learning activities involve student collaboration	>71-90% of learning activities involve student collaboration	>51-70% of learning activities involve student collaboration	>50% or fewer learning activities involve student collaboration
Critical Attributes	Teacher: <ul style="list-style-type: none"> Creates meaningful opportunities for student-to-student collaboration Recognizes and provides feedback when meaningful collaboration among scholars occur Communicates the notion that all/diverse scholars can be successful (e.g. Auditory, Visual, ELL, Tier 1-3 levels, Gifted, Spec.Ed.) 		Scholars: <ul style="list-style-type: none"> Demonstrate commitment to quality work Recognize skill set efforts of classmates Support each other in the learning process (e.g. beyond an information share, students enhance each others learning by providing academic feedback and in-sight) 	
INDICATOR 3.7	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Content Knowledge and eLearning Pedagogy	<p>The teacher's practice reflects extensive knowledge and understanding of the content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates extensive knowledge of e-learning pedagogy. Utilizes a variety of strategies, techniques and resources unique to the virtual classroom setting.</p> <p>>91-100% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>	<p>The teacher's practice reflects solid knowledge and understanding of the content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates knowledge of e-learning pedagogy. Utilizes strategies, techniques and resources unique to the virtual classroom setting.</p> <p>>71-90% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>	<p>The teacher's practice reflects some knowledge and understanding of content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates some knowledge of e-learning pedagogy. Utilizes some strategies, techniques and resources unique to the virtual classroom setting, but often relies on duplicating traditional instructional practices.</p> <p>>51-70% of scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>	<p>The teacher's practice is in progress and/or not developed with the knowledge and understanding of content, prerequisite relationships, misconceptions, precision of language and academic vocabulary. Demonstrates minimal knowledge of e-learning pedagogy and frequently relies on duplicating traditional instructional practices.</p> <p>50% or fewer scholars comprehend new material based on teacher's effective use of vocabulary and scaffolding</p>
Critical Attributes	Teacher: <ul style="list-style-type: none"> Communicates content clearly and accurately (e.g. audio, visual: images vs. words) Models the processes and procedures for e-learning tasks and procedures References prerequisite relationships and adjusts to misconceptions Uses appropriate vocabulary and language for scholars' age and development 		Scholars: <ul style="list-style-type: none"> Actively engage with elearning content and tasks (e.g. chats, polling, surveys, etc.) Articulate understanding of content material and procedural expectations Demonstrate understanding of the lesson content and expectations 	
INDICATOR 3.8	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Effective Use of Assessments	Assessments are used regularly during instruction, led by the scholars to	Assessments are used during instruction, either by scholars to	Assessments are sometimes used during instruction to monitor the	Assessments are rarely used during instruction to monitor the progress of

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	<p>self-assess with informal/formal assessments and/or led by the teacher, to monitor the progress of e-learning. The teacher uses the data from the assessments to drive instructional turning points throughout the lesson.</p> <p><i>>91-100% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>self-assess with informal/formal assessments or led by the teacher, to monitor the progress of e-learning. Data is used to change the course of instruction.</p> <p><i>>71-90% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>progress of e-learning. Data is sometimes used to change the course of instruction.</p> <p><i>>51-70% of the assessments are used to regularly monitor the progress of learning</i></p>	<p>e-learning. Data is not used to change the course of instruction.</p> <p><i>>50% or fewer assessments are used to regularly monitor the progress of learning</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> • Uses assessment data to drive instruction • Adjusts instruction with CFU's • Displays agility in lesson delivery using data 		<p>Scholars:</p> <ul style="list-style-type: none"> • Demonstrate self-assessment skills and knowledge • Set personal goals based on data • Articulate strategies and/or resources that will support personal success 	

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an <u>ambitious</u> annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may <i>not</i>:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	Create Objective-Driven Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop Higher Level of Understanding through Rigorous Instruction and Work	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

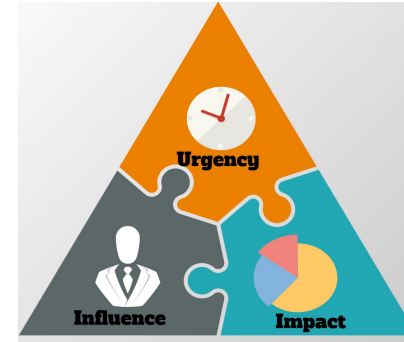
Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define “unexcused absence” in this context



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

School:	
Building Leader:	
Evaluator:	
Date:	



Domain #1: Leadership Urgency	
1.1 Vision:	Evidence & Comments:
1.2 Visibility and Urgency	Evidence & Comments:
1.3 School-Wide Systems	Evidence & Comments:
1.4 Planning and Professional Development	Evidence & Comments:
1.5 Persistence and Grit	Evidence & Comments:



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Domain #2: Leadership Influence	
2.1 Safe and Nurturing Environment:	Evidence & Comments:
2.2 Trust and Collaboration	Evidence & Comments:
2.3 Growth Mindset	Evidence & Comments:

Domain #3: Leadership Impact	
3.1 Coaching Cycles:	Evidence & Comments:
3.2 PLA Model	Evidence & Comments:
3.3 Collaborative Observations and Feedback	Evidence & Comments:
3.4 Professional Goals	Evidence & Comments:



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

3.5 Data Driven Decisions	Evidence & Comments:
3.6 Instruction and Learning	Evidence & Comments:

	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #eee;"> <tr> <th style="width: 15%;">Domain 1</th> <th colspan="5">Leadership Urgency</th> </tr> <tr> <td style="text-align: center;">Competency</td> <td style="text-align: center;">1.1 Vision</td> <td style="text-align: center;">1.2 Visibility & Urgency</td> <td style="text-align: center;">1.3 School-wide Systems</td> <td style="text-align: center;">1.4 Planning and Professional Development</td> <td style="text-align: center;">1.5 Persistence and Grit</td> </tr> <tr> <td style="text-align: center;">Rating</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Domain 1	Leadership Urgency					Competency	1.1 Vision	1.2 Visibility & Urgency	1.3 School-wide Systems	1.4 Planning and Professional Development	1.5 Persistence and Grit	Rating					
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Rating																			
	<div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;"> $12 \div 5 = \underline{\hspace{1cm}} \text{ (a)}$ </div> <div style="text-align: center;"> <table style="border: none;"> <tr> <td style="background-color: #f8d7da; padding: 5px; border: 1px solid #ccc;">Ineffective</td> <td style="background-color: #fff3cd; padding: 5px; border: 1px solid #ccc;">Improvement Necessary</td> <td style="background-color: #d4edda; padding: 5px; border: 1px solid #ccc;">Effective</td> <td style="background-color: #d1ecf1; padding: 5px; border: 1px solid #ccc;">Highly Effective</td> </tr> <tr> <td style="font-size: small;">1.0 Points</td> <td style="font-size: small;">1.75 Points</td> <td style="font-size: small;">2.5 Points</td> <td style="font-size: small;">3.5 Points 4.0 Points</td> </tr> </table> </div> </div>	Ineffective	Improvement Necessary	Effective	Highly Effective	1.0 Points	1.75 Points	2.5 Points	3.5 Points 4.0 Points										
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Mid-Year Rating for Domain 1	<ul style="list-style-type: none"> <input type="checkbox"/> (4) Highly Effective <input type="checkbox"/> (3) Effective <input type="checkbox"/> (2) Improvement Necessary <input type="checkbox"/> (1) Ineffective 																		



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">Domain 2</th> <th colspan="5">Leadership Influence</th> </tr> <tr> <td>Competency</td> <td style="width: 20%;">2.1 Safe and Nurturing Environment</td> <td style="width: 20%;">2.2 Trust & Collaboration</td> <td colspan="3" style="width: 40%;">2.3 Growth Mindset</td> </tr> <tr> <td>Rating</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						Domain 2	Leadership Influence					Competency	2.1 Safe and Nurturing Environment	2.2 Trust & Collaboration	2.3 Growth Mindset			Rating					
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Competency	2.1 Safe and Nurturing Environment	2.2 Trust & Collaboration	2.3 Growth Mindset																					
Rating																								
	<div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;"> $6 \div 3 = \underline{\hspace{1cm}} (b)$ </div> <div style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #f08080; text-align: center;">Ineffective</td> <td style="width: 20%; background-color: #fff2cc; text-align: center;">Improvement Necessary</td> <td style="width: 20%; background-color: #c6efce; text-align: center;">Effective</td> <td style="width: 20%; background-color: #66b3ff; text-align: center;">Highly Effective</td> </tr> <tr> <td style="text-align: center;">1.0 Points</td> <td style="text-align: center;">1.75 Points</td> <td style="text-align: center;">2.5 Points</td> <td style="text-align: center;">3.5 Points 4.0 Points</td> </tr> </table> </div> </div>						Ineffective	Improvement Necessary	Effective	Highly Effective	1.0 Points	1.75 Points	2.5 Points	3.5 Points 4.0 Points										
Ineffective	Improvement Necessary	Effective	Highly Effective																					
1.0 Points	1.75 Points	2.5 Points	3.5 Points 4.0 Points																					
Mid-Year Rating for Domain 2	<ul style="list-style-type: none"> <input type="checkbox"/> (4) Highly Effective <input type="checkbox"/> (3) Effective <input type="checkbox"/> (2) Improvement Necessary <input type="checkbox"/> (1) Ineffective 																							

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Domain 3</th> <th colspan="5">Leadership Impact</th> </tr> <tr> <td>Competency</td> <td style="width: 15%;">3.1 Coaching Cycles</td> <td style="width: 15%;">3.2 PLA Model</td> <td style="width: 15%;">3.3 Collaborative Observations and Feedback</td> <td style="width: 15%;">3.4 Professional Goals</td> <td style="width: 15%;">3.5 Data-Driven Decisions</td> <td style="width: 15%;">3.6 Instruction and Learning</td> </tr> </table>						Domain 3	Leadership Impact					Competency	3.1 Coaching Cycles	3.2 PLA Model	3.3 Collaborative Observations and Feedback	3.4 Professional Goals	3.5 Data-Driven Decisions	3.6 Instruction and Learning
Domain 3	Leadership Impact																		
Competency	3.1 Coaching Cycles	3.2 PLA Model	3.3 Collaborative Observations and Feedback	3.4 Professional Goals	3.5 Data-Driven Decisions	3.6 Instruction and Learning													



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	Rating					
				<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Ineffective Improvement Necessary Effective Highly Effective </div> <div style="display: flex; justify-content: space-around; font-size: small;"> 1.0 Points 1.75 Points 2.5 Points 3.5 Points 4.0 Points </div>		
		$13 \div 6 = \underline{\hspace{1cm}} \text{ (c)}$				
Mid-Year Rating for Domain 1						
						<input type="checkbox"/> (4) Highly Effective <input type="checkbox"/> (3) Effective <input type="checkbox"/> (2) Improvement Necessary <input type="checkbox"/> (1) Ineffective

Domain 1 Rating (a)	+	Domain 2 Rating (b)	+	Domain 3 Rating (c)	/3 =	Final Rubric Rating
						<u> </u> (A)

A-F Accountability Grade 2018.19



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Grade (A, B, C, D, or F)	Points (A=4, B=3, C=2, D or F=1)
	<u>N/A</u> (B)

Administrative SLO Goals: Must Meet or Exceed at Least 2 Goals	
Goal 1 (Academic)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Goal 2 (Academic)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Goal 3 (Academic)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Goal 4 (Behavior or Attendance)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Goal 5 (Staff Growth)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Administrative SLOs	Category and Points
Meets or Exceeds 4-5 Goals	Highly Effective (HE) = 4
Meets or Exceeds at Least 3 Goals	Effective (E) = 3
Meets or Exceeds at Least 2 Goals	Improvement Necessary (I) = 2
Meets or Exceeds at only 1 Goal	Ineffective (IN) = 1
	N/A (C)

Organizational Core Values <i>List how well you have exhibited/demonstrated the values and provide examples.</i>	Evidence Based Example (Leader)	Evidence Based Example (Manager)
Children First: Work to ensure that all interactions and decisions put our scholars first		
Respect: Treat others as you would like to be treated		
Continuous improvement: Try to get better and		



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

better every day		
Gratitude: Demonstrate gratefulness for all that we have done and the opportunity to serve		
Determination: With superior effort, we can achieve all things.		
5 Evidence Based Examples= 4 points 4 Evidence Based Examples= 3 points 3 Evidence Based Examples= 2 points 2 Evidence Based Examples= 1 points		<u> </u> (D)

Mid Year Rating	Raw Score	X	Weight	Score
Leadership Rubric Rating	(A)____		100% at MOY	
A-F Accountability Grade (DOE)	(B)____		N/A for MOY	
Admin SLO Goals Rating (EOY Only)	(C)____		N/A for MOY	
Core Value Rating	(D)____		N/A for MOY	
Comprehensive Effectiveness Rating				



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Midterm Evaluation Score: _____

Use the chart below and the Mid-Year Evaluation Score to determine the principal's rating.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Midterm Rating:

- Highly Effective
- Effective
- Improvement Necessary
- Ineffective

Leader Signature:

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature:

I have met with the leader to discuss the information on this form and have provided them with a copy.

Signature: _____ Date: _____



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Domain #1:

Leadership Urgency:

School leadership plans all actions to achieve rapid, dramatic gains.



	School Leadership
	PLA
	Agreement

Indicator 1.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Vision	<p>The vision sets high expectations for rigorous and consistent practices across academics, culture, and school operations.</p> <p>The vision is urgent, ambitious and grounded in multiple sources of school performance data, with a focus on sustaining academic growth.</p> <p>>90-100% of staff can site and explain the vision and share expectations set by leadership</p>	<p>The vision sets high expectations for practices across academics, culture, and school operations.</p> <p>The vision is urgent, ambitious and grounded in multiple sources of school performance data.</p> <p>>70-90% of staff can site and explain the vision and share expectations set by leadership</p>	<p>The vision may set expectations for practices in academics, culture, and school operations, but does not set expectations across all elements of the school.</p> <p>The vision is grounded in partial or incomplete data sources.</p> <p>>50-70% of staff can site and explain the vision and share expectations set by leadership</p>	<p>There is little to no evidence of a vision, or the vision does not set expectations for multiple elements of the school.</p> <p>There is little to no evidence that the vision is grounded in relevant data.</p> <p>Less than 50% of staff can site and explain the vision and share expectations set by leadership</p>
Critical Attributes:	<p>Leadership:</p> <ul style="list-style-type: none"> ● Over-communicates vision and expectations ● Posts vision, expectations and protocol routinely in multiple sources ● Communicates performance data as it relates to the vision with a sense of urgency 		<p>Staff:</p> <ul style="list-style-type: none"> ● Is well versed on vision, expectations, and protocol ● Has a working knowledge of the school's performance data ● Reflects a sense of urgency with school expectations and academic performance 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Indicator 1.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Visibility and Urgency	<p>The leader and leadership team are visible and consistent with all expectations for both scholars and staff. They have a true sense of urgency and lead by example.</p> <p>Leaders are frequently present in classrooms, hallways, lunchrooms and other visible locations, engaging with scholars and staff.</p> <p>>90-100% of staff and scholars can site expectations and procedures for all areas of the school</p>	<p>The leader and leadership team are visible and are mostly consistent with expectations for both scholars and staff.</p> <p>Leaders are frequently present in classrooms, hallways, lunchrooms and other visible locations, engaging with scholars and staff.</p> <p>>70-90% of staff and scholars can site expectations and procedures for all areas of the school</p>	<p>The leader and leadership team are inconsistent with expectations for both scholars and staff.</p> <p>Leaders are sometimes in classrooms, hallways, lunch rooms and other visible locations, sometimes engaging with scholars and staff.</p> <p>>50-70% of staff and scholars can site expectations and procedures for all areas of the school</p>	<p>The leader and leadership team are not consistent with expectations for staff and scholars.</p> <p>They are not visible in the building as a building leader.</p> <p>Less than 50% of staff and scholars can site expectations and procedures for all areas of the school</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> • Is often visible throughout the building at different times of the day • Makes it a priority to be in classrooms building rapport with staff and scholars • Reinforces expectations with scholars in various areas of the building 		<p>Staff:</p> <ul style="list-style-type: none"> • Engages with leadership outside of main office • Is held accountable for expectations via presence of Leadership Team 	
Indicator 1.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
School-wide Systems	<p>There is evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment.</p> <p>All staff and scholars demonstrate proficiency with these routines, procedures, and expectations.</p>	<p>There is evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment.</p> <p>Most staff and scholars demonstrate proficiency with these routines, procedures, and expectations.</p>	<p>There is some evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment.</p> <p>Staff and scholars inconsistently follow these routines, procedures, and expectations.</p>	<p>There is little to no evidence of a school-wide systems in the building.</p>



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	>90-100% of scholars exhibit daily mastery of expected routines and procedures throughout the building	>70-90% of scholars exhibit daily mastery of expected routines and procedures throughout the building	>50-70% of scholars exhibit daily mastery of expected routines and procedure throughout the building	Less than 50% of scholars exhibit daily mastery of expected routines and procedures throughout the building
Critical Attributes	Leadership: <ul style="list-style-type: none"> Models using mistakes or setbacks as positive learning opportunities for scholars Prioritizes school-wide system for expected behaviors (PBIS) Sets expectations for proficiency of school-wide expectations 		Staff: <ul style="list-style-type: none"> Uses scholar mistakes as positive learning opportunities Develops proficient routines and procedures 	
Indicator 1.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Planning and Professional Development	Professional development is directly aligned to goals for improving instructional practices and increasing scholar achievement. There is evidence that the PD opportunities are developed and adjusted throughout the year based on the most current teacher and scholar data. Professional development opportunities are frequent, differentiated and varied. >90-100% of PD is differentiated and goal-oriented based on staff and scholar data	Professional development is designed to improve instructional practices and increase scholar achievement. Professional development opportunities are frequent, differentiated, and varied. >70-90% of PD is differentiated and goal-oriented based on staff and scholar data	Processes for selecting and designing professional development opportunities are unclear/inconsistent, though there is an attempt to keep the PD focused on current school needs. Professional development opportunities exist for all staff to engage in, though they are rarely differentiated, and/or may be infrequent. >50-70% of PD is differentiated and goal-oriented based on staff and scholar data	There is little evidence that professional development is intentionally selected and designed. It is unclear how the professional development provided will improve instructional practice and/or increase scholar achievement. Less than 50% of PD is differentiated and goal-oriented based on staff and scholar data
Critical Attributes	Leadership: <ul style="list-style-type: none"> Drives PD based on student and staff data Provides frequent and relevant PD opportunities which may be differentiated for staff 		Staff: <ul style="list-style-type: none"> Sees relevancy of PD to current data Applies PD to improve instruction and impact achievement 	
Indicator 1.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Persistence and Grit	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task.</p> <p>Leadership empowers all staff to go beyond what is expected to accomplish challenging tasks.</p> <p>>90-100% of staff regularly participate in the “heavy lifting” to accomplish a task</p>	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task most of the time.</p> <p>Leadership empowers most staff to go beyond what is expected to accomplish challenging tasks.</p> <p>>70-90% of staff regularly participate in the “heavy lifting” to accomplish a task</p>	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task some of the time.</p> <p>Leadership empowers some staff to go beyond what is expected to accomplish challenging tasks.</p> <p>>50-70% of staff regularly participate in the “heavy lifting” to accomplish a task</p>	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task rarely.</p> <p>Leadership empowers very few staff to go beyond what is expected to accomplish challenging tasks.</p> <p>Less than 50% of staff participate in the heavy lifting to accomplish a task</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> ● Sets expectation of ALL staff contributing to the workload ● Builds paradigm of “all hands-on deck” to accomplish a task ● Creates a culture celebrating persistence and grit 		<p>Staff:</p> <ul style="list-style-type: none"> ● Voluntarily participates in the “heavy lifting” to accomplish a task ● Celebrates colleagues’ persistence during difficult tasks ● Collaborates with other staff to achieve a goal 	

Domain #2:

Leadership Influence:

Leadership effectively influences others to contribute to rapid, dramatic gains.



	School Leadership
	PLA
	Agreement



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Indicator 2.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Safe and Nurturing Environment	<p>The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff.</p> <p>Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect in all situations.</p> <p>>90-100% of stakeholders view the school community as being safe and nurturing</p>	<p>The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff most of the time.</p> <p>Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect most of the time.</p> <p>>70-90% of stakeholders view the school community as being safe and nurturing</p>	<p>The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff some of the time.</p> <p>Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect some of the time.</p> <p>>50-70% of stakeholders view the school community as being safe and nurturing</p>	<p>There is little to no evidence that the school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff.</p> <p>There is evidence of negative interactions between leaders, staff and scholars.</p> <p>Less than 50% of stakeholders view the school community as being safe and nurturing</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> • Creates a safe and nurturing culture for scholars and staff • Focuses on academic and personal growth for scholars • Models respect and professionalism in all interactions 		<p>Staff:</p> <ul style="list-style-type: none"> • Maintains a safe and nurturing culture in their classroom • Strives for academic and personal growth for self and scholars • Exhibits respect and professionalism with all stakeholders 	
Indicator 2.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Trust & Collaboration	<p>The leader/leadership team model fair and equitable behaviors and structures that foster trust on all occasions and with all stakeholders.</p> <p>Leaders demonstrate agility and participate in strong collaboration with all staff and stakeholders, frequently exhibiting trust.</p>	<p>The leader/leadership team model fair and equitable behaviors and structures that foster trust on most occasions and with most stakeholders.</p> <p>Leaders demonstrate agility and participates in collaboration with staff and stakeholders, exhibiting trust.</p>	<p>The leader/leadership team sometimes models fair and equitable behaviors and structures that foster trust on some occasions and with some stakeholders.</p> <p>Leaders sometimes demonstrate agility and participates in collaboration.</p> <p>>50-70% of the time leaders of the time leaders foster trust and collaborate with staff and stakeholders</p>	<p>The leader/leadership team do not model fair and equitable behaviors and structures that foster trust.</p> <p>Leaders rarely demonstrate agility. They don't embrace the opportunity to collaborate with others.</p>



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	>90-100% of the time leaders foster trust and collaborate with staff and stakeholders	>70-90% of the time leaders of the time leaders foster trust and collaborate with staff and stakeholders		50% or less of the time leaders foster trust and collaborate with staff and stakeholders
Critical Attributes	Leadership: <ul style="list-style-type: none"> • Demonstrates fair and equitable treatment of all employees • Develops trust with employees through interactions and transparency • Collaborates with school partners and stakeholders 		Staff: <ul style="list-style-type: none"> • Trusts leadership and invests in the school's vision • Feels valued and safe collaborating with leaders • Is versed and embraces all school partners 	
Indicator 2.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Growth Mindset	<p>Leaders model growth mindset and cultivate a culture in which all faculty and staff embrace a growth-oriented mindset, focused on improvement for self and scholars.</p> <p>There are processes for consistently returning to the concept of staff culture, with the purpose of continuously improving and strengthening staff culture.</p> <p>>90-100% of staff embrace a culture of growth-mindset, striving to continuously improve</p>	<p>Leaders model growth mindset and cultivate a culture in which most faculty and staff embrace a growth-oriented professional mindset, focused on improvement for self and scholars.</p> <p>A positive and productive staff culture is present most of the time. When there are gaps, there is evidence of planning for improving staff culture.</p> <p>>70-90% of staff embrace a culture of growth-mindset, striving to continuously improve</p>	<p>Leaders sometimes model growth mindset. Some staff embrace a growth-oriented mindset, or only partially embrace the focus on self and scholar improvement.</p> <p>There are evident gaps in staff culture and there are weak/lacking plans for improvement of the culture.</p> <p>>50-70% of staff embrace a culture of growth-mindset, striving to continuously improve</p>	<p>Leaders do not model growth mindset, and/or the staff culture is negative and not focused on a positive, growth-oriented mindset, with no plans for improvement.</p> <p>Less than 50% of staff embrace a culture of growth-mindset, striving to continuously improve</p>
Critical Attributes	Leadership: <ul style="list-style-type: none"> • Fosters a culture of growth mindset for self, staff and scholars • Routinely assesses and works to strengthen a culture focused on improvement 		Staff: <ul style="list-style-type: none"> • Exhibits growth mindset personally • Creates classroom culture focused on growth and improvement 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Domain #3: Leadership Impact:

Leadership acts with purpose of affecting thinking and actions of others using data to solve problems.



	School Leadership
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Indicator 3.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Coaching Cycles	<p>The leader/leadership team conduct both informal and formal observations frequently throughout the year using the PLA Coaching Cycle. Following observations, teachers are provided with timely, constructive, and specific feedback that directly impacts instruction.</p> <p>Under-performing teachers are quickly identified and have documented support plans in place and are consistently receiving the supports outlined in the Performance Improvement Plan (PIP). There are no struggling staff members without support plans in place.</p> <p>>90-100% of the time Coaching Cycles were completed with fidelity in a timely manner</p>	<p>The leader/leadership team conduct both informal and formal observations at key points in the year using the PLA Coaching Cycle. Following observations, teachers are provided with timely, constructive, and specific feedback that directly impacts instruction.</p> <p>Under-performing teachers have documented support plans in place and are receiving the supports outlined in the Performance Improvement Plan (PIP). Struggling teachers are identified and have documented plans in place.</p> <p>>70-90% of the time Coaching Cycles were completed with fidelity in a timely manner</p>	<p>The leader/leadership team inconsistently conduct formal and informal observations using the PLA Coaching Cycle and/or conduct observations of teachers that may not be inclusive of timely, constructive, and specific feedback that directly impacts instruction.</p> <p>Most underperforming teachers are identified, though only few may have documented plans in place and/or only a few may be receiving the supports laid out in the Performance Improvement Plan (PIP).</p> <p>>50-70% of the time Coaching Cycles were completed with fidelity in a timely manner</p>	<p>The leader/leadership team conducts infrequent classroom observations using the PLA Coaching Cycle. Teachers are rarely provided with feedback on their instructional practice.</p> <p>There is little to no documentation on teacher performance (including high-performing and under-performing teachers).</p> <p>50% or less of the time Coaching Cycles were completed with fidelity in a timely manner</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> Conducts scheduled observations and provides feedback in a timely manner 		<p>Staff:</p> <ul style="list-style-type: none"> Implements feedback from coaching cycles to impact instruction 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	<ul style="list-style-type: none"> Communicates constructive feedback that impacts instruction Plans for and provides meaningful supports for teachers who have a PIP 		<ul style="list-style-type: none"> Collaborates with leadership to plan goals and supports for staff with a PIP 	
Indicator 3.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
PLA Model	<p>Leader/leadership team demonstrates the ability to take initiatives and risks, while maintaining a belief and desire to learn and fully implement the PLA Model.</p> <p>Leaders consistently demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders consistently experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>	<p>Leaders/leadership team demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement most of the PLA Model.</p> <p>Leaders demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>	<p>Leaders/leadership team occasionally demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement some of the PLA Model.</p> <p>Leaders sometimes demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders occasionally experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>	<p>Leaders/leadership team rarely demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement some of the PLA Model.</p> <p>Leaders rarely demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders rarely experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> Demonstrates growth mindset and investment in the PLA Model for self, staff and scholars Demonstrates agility and resiliency to the demands of the job Is steadfast in advocating for scholars and their achievements 		<p>Staff:</p> <ul style="list-style-type: none"> Is empowered by the use of the PLA Model to impact scholar achievement Ascribes to the core belief in the learning potential of all scholars 	
Indicator 3.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
	There are systems that allow all teachers to engage in non-evaluative coaching cycles.	There are systems that allow all teachers to engage in non-evaluative coaching cycles.	Some teachers have the opportunity to engage in non-evaluative coaching cycles.	Coaching cycles are not present. Opportunities for observation and feedback are only available when tied to evaluation.



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

<p>Collaborative Observations and Feedback</p>	<p>Teachers are prioritized for coaching cycles based on data (both teacher and scholar). Both high- performing and struggling teachers receive coaching supports. Prioritization directly drives the amount of time spent supporting teachers in the coaching cycle.</p> <p>Coaching cycles include goal- setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).</p> <p>>90-100% of staff coaching cycles are done with fidelity in a timely manner</p>	<p>Teachers are prioritized for coaching cycles based on data (both teacher and scholar). Both high- performing and struggling teachers receive coaching supports, though the time spent with each may need balancing.</p> <p>Coaching cycles include most of the following elements: goal- setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).</p> <p>>70-90% of staff coaching cycles are done with fidelity in a timely manner</p>	<p>The systems for prioritizing teachers for coaching cycles need improvement and/or there is significant imbalance in the performance level of teachers identified for coaching opportunities.</p> <p>Coaching cycles lack multiple elements within goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).</p> <p>>50-70% of staff coaching cycles are done with fidelity in a timely manner</p>	<p>Less than 50% of staff coaching cycles are done with fidelity in a timely manner</p>
<p>Indicator 3.4</p>	<p>Highly Effective</p>	<p>Effective</p>	<p>Improvement Necessary</p>	<p>Requires Action</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Points</p>
<p>Professional Goals</p>	<p>Leaders have developed a goal-driven community inside the school building and outside the community.</p> <p>All faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold all adults and children accountable for strong school performance and standards.</p> <p>>90-100% of staff can site their professional goals and related supports provided to achieve them</p>	<p>Most faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold most adults and children accountable for strong school performance and standards</p> <p>>70-90% of staff can site their professional goals and related supports provided to achieve them</p>	<p>Some faculty and staff can articulate their professional goals or can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold some adults and children accountable for strong school performance and standards</p> <p>>50-70% of staff can site their professional goals and related supports provided to achieve them</p>	<p>Few faculty and staff can articulate their professional goals or can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold few adults and children accountable for strong school performance and standards</p> <p>Less than 50% of staff can site their professional goals and related supports provided to achieve the</p>



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Critical Attributes	Leadership: <ul style="list-style-type: none"> ● Actively engages with staff on meaningful goals and needed supports ● Emphasizes the urgency of professional goals to staff and is familiar with their individual goals and supports ● Establishes a climate of accountability for strong school performance with staff and scholars 		Staff: <ul style="list-style-type: none"> ● Works with leadership to develop specific, meaningful goals and supports to impact instruction ● Has a sense of high expectations and accountability from leadership 	
Indicator 3.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Data Driven Decisions	<p>Leaders continually prioritize and make critical decisions based on school data.</p> <p>Leaders hold teachers accountable for consistently gathering evidence on scholars' learning, their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all scholars.</p> <p>Leaders routinely ensure teachers are engaged in analyzing multiple forms of scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction.</p> <p>>90-100% of staff make effective, data-driven decisions impacting instruction and interventions</p>	<p>Leaders prioritize and make critical decisions based on school data.</p> <p>Leaders hold teachers accountable for gathering evidence on scholars' learning at most key points in the year: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all scholars.</p> <p>Leaders ensure teachers are engaged in analyzing scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction.</p> <p>>70-90% of staff make effective, data-driven decisions impacting instruction and interventions</p>	<p>Leaders rarely prioritize and make critical decisions based on school data.</p> <p>Leaders are inconsistent in holding teachers accountable for gathering evidence on scholars' learning, and sometimes use this data to make informed decisions about supporting all scholars.</p> <p>Leaders inconsistently ensure teachers are engaged in analyzing scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction.</p> <p>>50-70% of staff make effective, data-driven decisions impacting instruction and interventions</p>	<p>There is little to no evidence of leaders prioritizing or making critical decisions based on data.</p> <p>There is little to no evidence that teachers have gathered information on scholars' learning with the purpose of informing instruction.</p> <p>Scholar performance data is rarely analyzed, and intervention systems do not exist for scholars, leaving a significant number of scholars who have not met lesson objectives.</p> <p>Less than 50% of staff make effective, data-driven decisions impacting instruction and interventions</p>
Critical Attributes	Leadership: <ul style="list-style-type: none"> ● Sets expectation of knowing the "big picture" for each scholar in order to effectively support ● Models data driven decision making for scholar interventions 		Staff: <ul style="list-style-type: none"> ● Creates supports for scholars based on data and anecdotal knowledge ● Tracks data and reassesses interventions in a timely manner ● Informs instruction based on scholar learning data 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	<ul style="list-style-type: none"> • Oversees effective intervention programming including timeliness and differentiation 	
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Indicator 3.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Instruction and Learning	<p>Leaders continuously ensure teachers align learning tasks to state standards and require higher order, complex thinking.</p> <p>Leaders continuously ensure teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars.</p> <p>Leaders continuously ensure multiple forms of assessments are used to measure scholar understanding and to drive instruction.</p> <p>>90-100% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>	<p>Leaders ensure teachers align learning tasks to state standards and require higher order, complex thinking.</p> <p>Leaders ensure teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars.</p> <p>Leaders ensure multiple forms of assessments are used to measure scholar understanding and to drive instruction.</p> <p>>70-90% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>	<p>Leader inconsistently ensure teachers align learning tasks to state standards and require higher order, complex thinking.</p> <p>Leaders inconsistently ensure teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars.</p> <p>Leaders inconsistently ensure multiple forms of assessments are used to measure scholar understanding and to drive instruction.</p> <p>>50-70% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>	<p>There is little to no evidence of leaders ensuring state standards aligned learning tasks are occurring with few to no opportunities for higher order, complex thinking.</p> <p>There is little evidence for varied instructional techniques in some classrooms with few variations of assessments used to drive data.</p> <p>Less than 50% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> • Sets expectation that learning objectives are aligned and clearly communicated with scholars • Sets expectation of academic rigor • Sets expectation of best practices for instruction and use of formative assessment data to drive instruction 		<p>Staff:</p> <ul style="list-style-type: none"> • Crafts and posts meaningful learning objectives aligned to state standards and connects learning objectives to scholars' lives • Includes high level or rigor in learning activities • Adjusts instruction based on CFU's and scholar needs 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

School:	
Building Leader:	
Evaluator:	
Date:	



Domain #1: Leadership Urgency	
1.1 Vision:	Evidence & Comments:
1.2 Visibility and Urgency	Evidence & Comments:
1.3 School-Wide Systems	Evidence & Comments:
1.4 Planning and Professional Development	Evidence & Comments:
1.5 Persistence and Grit	Evidence & Comments:



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Domain #2: Leadership Influence	
2.1 Safe and Nurturing Environment:	Evidence & Comments:
2.2 Trust and Collaboration	Evidence & Comments:
2.3 Growth Mindset	Evidence & Comments:

Domain #3: Leadership Impact	
3.1 Coaching Cycles:	Evidence & Comments:
3.2 PLA Model	Evidence & Comments:
3.3 Collaborative Observations and Feedback	Evidence & Comments:
3.4 Professional Goals	Evidence & Comments:



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

3.5 Data Driven Decisions	Evidence & Comments:
3.6 Instruction and Learning	Evidence & Comments:

	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #eee;"> <tr> <th style="width: 15%;">Domain 1</th> <th colspan="5">Leadership Urgency</th> </tr> <tr> <td style="text-align: center;">Competency</td> <td style="text-align: center;">1.1 Vision</td> <td style="text-align: center;">1.2 Visibility & Urgency</td> <td style="text-align: center;">1.3 School-wide Systems</td> <td style="text-align: center;">1.4 Planning and Professional Development</td> <td style="text-align: center;">1.5 Persistence and Grit</td> </tr> <tr> <td style="text-align: center;">Rating</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Domain 1	Leadership Urgency					Competency	1.1 Vision	1.2 Visibility & Urgency	1.3 School-wide Systems	1.4 Planning and Professional Development	1.5 Persistence and Grit	Rating					
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Mid-Year Rating for Domain 1	<ul style="list-style-type: none"> <input type="checkbox"/> (4) Highly Effective <input type="checkbox"/> (3) Effective <input type="checkbox"/> (2) Improvement Necessary <input type="checkbox"/> (1) Ineffective 																		



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">Domain 2</th> <th colspan="3">Leadership Influence</th> </tr> <tr> <td>Competency</td> <td>2.1 Safe and Nurturing Environment</td> <td>2.2 Trust & Collaboration</td> <td>2.3 Growth Mindset</td> </tr> <tr> <th>Rating</th> <td></td> <td></td> <td></td> </tr> </table>	Domain 2	Leadership Influence			Competency	2.1 Safe and Nurturing Environment	2.2 Trust & Collaboration	2.3 Growth Mindset	Rating			
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Mid-Year Rating for Domain 2	<ul style="list-style-type: none"> <input type="checkbox"/> (4) Highly Effective <input type="checkbox"/> (3) Effective <input type="checkbox"/> (2) Improvement Necessary <input type="checkbox"/> (1) Ineffective 												

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Competency	3.1 Coaching Cycles	3.2 PLA Model	3.3 Collaborative Observations and Feedback	3.4 Professional Goals	3.5 Data-Driven Decisions	3.6 Instruction and Learning									



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Grade (A, B, C, D, or F)	Points (A=4, B=3, C=2, D or F=1)
	(B)

Administrative SLO Goals: Must Meet or Exceed at Least 2 Goals	
Goal 1 (Academic)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Goal 2 (Academic)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Goal 3 (Academic)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Goal 4 (Behavior or Attendance)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Goal 5 (Staff Growth)	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/> In Progress (Mid Year)
Administrative SLOs	Category and Points
Meets or Exceeds 4-5 Goals	Highly Effective (HE) = 4
Meets or Exceeds at Least 3 Goals	Effective (E) = 3
Meets or Exceeds at Least 2 Goals	Improvement Necessary (I) = 2
Meets or Exceeds at only 1 Goal	Ineffective (IN) = 1
	(C)

Organizational Core Values <i>List how well you have exhibited/demonstrated the values and provide examples.</i>	Evidence Based Example (Leader)	Evidence Based Example (Manager)
Children First: Work to ensure that all interactions and decisions put our scholars first		
Respect: Treat others as you would like to be treated		
Continuous improvement: Try to get better and		



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

better every day		
Gratitude: Demonstrate gratefulness for all that we have done and the opportunity to serve		
Determination: With superior effort, we can achieve all things.		
5 Evidence Based Examples= 4 points 4 Evidence Based Examples= 3 points 3 Evidence Based Examples= 2 points 2 Evidence Based Examples= 1 points		<u> </u> (D)

Mid Year Rating	Raw Score	X	Weight	Score
Leadership Rubric Rating	(A)_____		50% at EOY	
A-F Accountability Grade (DOE)	(B)_____		15% for EOY	
Admin SLO Goals Rating (EOY Only)	(C)_____		30% for EOY	
Core Value Rating	(D)_____		5% for EOY	
Comprehensive Effectiveness Rating				



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Midterm Evaluation Score: _____

Use the chart below and the Mid-Year Evaluation Score to determine the principal's rating.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Midterm Rating:

- Highly Effective
- Effective
- Improvement Necessary
- Ineffective

Leader Signature:

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature:

I have met with the leader to discuss the information on this form and have provided them with a copy.

Signature: _____ Date: _____



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Domain #1:

Leadership Urgency:

School leadership plans all actions to achieve rapid, dramatic gains.



	School Leadership
	PLA
	Agreement

Indicator 1.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Vision	<p>The vision sets high expectations for rigorous and consistent practices across academics, culture, and school operations.</p> <p>The vision is urgent, ambitious and grounded in multiple sources of school performance data, with a focus on sustaining academic growth.</p> <p>>90-100% of staff can site and explain the vision and share expectations set by leadership</p>	<p>The vision sets high expectations for practices across academics, culture, and school operations.</p> <p>The vision is urgent, ambitious and grounded in multiple sources of school performance data.</p> <p>>70-90% of staff can site and explain the vision and share expectations set by leadership</p>	<p>The vision may set expectations for practices in academics, culture, and school operations, but does not set expectations across all elements of the school.</p> <p>The vision is grounded in partial or incomplete data sources.</p> <p>>50-70% of staff can site and explain the vision and share expectations set by leadership</p>	<p>There is little to no evidence of a vision, or the vision does not set expectations for multiple elements of the school.</p> <p>There is little to no evidence that the vision is grounded in relevant data.</p> <p>Less than 50% of staff can site and explain the vision and share expectations set by leadership</p>
Critical Attributes:	<p>Leadership:</p> <ul style="list-style-type: none"> ● Over-communicates vision and expectations ● Posts vision, expectations and protocol routinely in multiple sources ● Communicates performance data as it relates to the vision with a sense of urgency 		<p>Staff:</p> <ul style="list-style-type: none"> ● Is well versed on vision, expectations, and protocol ● Has a working knowledge of the school's performance data ● Reflects a sense of urgency with school expectations and academic performance 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Indicator 1.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Visibility and Urgency	<p>The leader and leadership team are visible and consistent with all expectations for both scholars and staff. They have a true sense of urgency and lead by example.</p> <p>Leaders are frequently present in classrooms, hallways, lunchrooms and other visible locations, engaging with scholars and staff.</p> <p>>90-100% of staff and scholars can site expectations and procedures for all areas of the school</p>	<p>The leader and leadership team are visible and are mostly consistent with expectations for both scholars and staff.</p> <p>Leaders are frequently present in classrooms, hallways, lunchrooms and other visible locations, engaging with scholars and staff.</p> <p>>70-90% of staff and scholars can site expectations and procedures for all areas of the school</p>	<p>The leader and leadership team are inconsistent with expectations for both scholars and staff.</p> <p>Leaders are sometimes in classrooms, hallways, lunch rooms and other visible locations, sometimes engaging with scholars and staff.</p> <p>>50-70% of staff and scholars can site expectations and procedures for all areas of the school</p>	<p>The leader and leadership team are not consistent with expectations for staff and scholars.</p> <p>They are not visible in the building as a building leader.</p> <p>Less than 50% of staff and scholars can site expectations and procedures for all areas of the school</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> • Is often visible throughout the building at different times of the day • Makes it a priority to be in classrooms building rapport with staff and scholars • Reinforces expectations with scholars in various areas of the building 		<p>Staff:</p> <ul style="list-style-type: none"> • Engages with leadership outside of main office • Is held accountable for expectations via presence of Leadership Team 	
Indicator 1.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
School-wide Systems	<p>There is evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment.</p> <p>All staff and scholars demonstrate proficiency with these routines, procedures, and expectations.</p>	<p>There is evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment.</p> <p>Most staff and scholars demonstrate proficiency with these routines, procedures, and expectations.</p>	<p>There is some evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment.</p> <p>Staff and scholars inconsistently follow these routines, procedures, and expectations.</p>	<p>There is little to no evidence of a school-wide systems in the building.</p>



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	>90-100% of scholars exhibit daily mastery of expected routines and procedures throughout the building	>70-90% of scholars exhibit daily mastery of expected routines and procedures throughout the building	>50-70% of scholars exhibit daily mastery of expected routines and procedure throughout the building	Less than 50% of scholars exhibit daily mastery of expected routines and procedures throughout the building
Critical Attributes	Leadership: <ul style="list-style-type: none"> Models using mistakes or setbacks as positive learning opportunities for scholars Prioritizes school-wide system for expected behaviors (PBIS) Sets expectations for proficiency of school-wide expectations 		Staff: <ul style="list-style-type: none"> Uses scholar mistakes as positive learning opportunities Develops proficient routines and procedures 	
Indicator 1.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Planning and Professional Development	Professional development is directly aligned to goals for improving instructional practices and increasing scholar achievement. There is evidence that the PD opportunities are developed and adjusted throughout the year based on the most current teacher and scholar data. Professional development opportunities are frequent, differentiated and varied. >90-100% of PD is differentiated and goal-oriented based on staff and scholar data	Professional development is designed to improve instructional practices and increase scholar achievement. Professional development opportunities are frequent, differentiated, and varied. >70-90% of PD is differentiated and goal-oriented based on staff and scholar data	Processes for selecting and designing professional development opportunities are unclear/inconsistent, though there is an attempt to keep the PD focused on current school needs. Professional development opportunities exist for all staff to engage in, though they are rarely differentiated, and/or may be infrequent. >50-70% of PD is differentiated and goal-oriented based on staff and scholar data	There is little evidence that professional development is intentionally selected and designed. It is unclear how the professional development provided will improve instructional practice and/or increase scholar achievement. Less than 50% of PD is differentiated and goal-oriented based on staff and scholar data
Critical Attributes	Leadership: <ul style="list-style-type: none"> Drives PD based on student and staff data Provides frequent and relevant PD opportunities which may be differentiated for staff 		Staff: <ul style="list-style-type: none"> Sees relevancy of PD to current data Applies PD to improve instruction and impact achievement 	
Indicator 1.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Persistence and Grit	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task.</p> <p>Leadership empowers all staff to go beyond what is expected to accomplish challenging tasks.</p> <p>>90-100% of staff regularly participate in the “heavy lifting” to accomplish a task</p>	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task most of the time.</p> <p>Leadership empowers most staff to go beyond what is expected to accomplish challenging tasks.</p> <p>>70-90% of staff regularly participate in the “heavy lifting” to accomplish a task</p>	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task some of the time.</p> <p>Leadership empowers some staff to go beyond what is expected to accomplish challenging tasks.</p> <p>>50-70% of staff regularly participate in the “heavy lifting” to accomplish a task</p>	<p>Leadership exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task rarely.</p> <p>Leadership empowers very few staff to go beyond what is expected to accomplish challenging tasks.</p> <p>Less than 50% of staff participate in the heavy lifting to accomplish a task</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> ● Sets expectation of ALL staff contributing to the workload ● Builds paradigm of “all hands-on deck” to accomplish a task ● Creates a culture celebrating persistence and grit 		<p>Staff:</p> <ul style="list-style-type: none"> ● Voluntarily participates in the “heavy lifting” to accomplish a task ● Celebrates colleagues’ persistence during difficult tasks ● Collaborates with other staff to achieve a goal 	

Domain #2:

Leadership Influence:

Leadership effectively influences others to contribute to rapid, dramatic gains.



	School Leadership
	PLA
	Agreement



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Indicator 2.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Safe and Nurturing Environment	<p>The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff.</p> <p>Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect in all situations.</p> <p>>90-100% of stakeholders view the school community as being safe and nurturing</p>	<p>The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff most of the time.</p> <p>Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect most of the time.</p> <p>>70-90% of stakeholders view the school community as being safe and nurturing</p>	<p>The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff some of the time.</p> <p>Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect some of the time.</p> <p>>50-70% of stakeholders view the school community as being safe and nurturing</p>	<p>There is little to no evidence that the school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff.</p> <p>There is evidence of negative interactions between leaders, staff and scholars.</p> <p>Less than 50% of stakeholders view the school community as being safe and nurturing</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> • Creates a safe and nurturing culture for scholars and staff • Focuses on academic and personal growth for scholars • Models respect and professionalism in all interactions 		<p>Staff:</p> <ul style="list-style-type: none"> • Maintains a safe and nurturing culture in their classroom • Strives for academic and personal growth for self and scholars • Exhibits respect and professionalism with all stakeholders 	
Indicator 2.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Trust & Collaboration	<p>The leader/leadership team model fair and equitable behaviors and structures that foster trust on all occasions and with all stakeholders.</p> <p>Leaders demonstrate agility and participate in strong collaboration with all staff and stakeholders, frequently exhibiting trust.</p>	<p>The leader/leadership team model fair and equitable behaviors and structures that foster trust on most occasions and with most stakeholders.</p> <p>Leaders demonstrate agility and participates in collaboration with staff and stakeholders, exhibiting trust.</p>	<p>The leader/leadership team sometimes models fair and equitable behaviors and structures that foster trust on some occasions and with some stakeholders.</p> <p>Leaders sometimes demonstrate agility and participates in collaboration.</p> <p>>50-70% of the time leaders of the time leaders foster trust and collaborate with staff and stakeholders</p>	<p>The leader/leadership team do not model fair and equitable behaviors and structures that foster trust.</p> <p>Leaders rarely demonstrate agility. They don't embrace the opportunity to collaborate with others.</p>



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	>90-100% of the time leaders foster trust and collaborate with staff and stakeholders	>70-90% of the time leaders of the time leaders foster trust and collaborate with staff and stakeholders		50% or less of the time leaders foster trust and collaborate with staff and stakeholders
Critical Attributes	Leadership: <ul style="list-style-type: none"> • Demonstrates fair and equitable treatment of all employees • Develops trust with employees through interactions and transparency • Collaborates with school partners and stakeholders 		Staff: <ul style="list-style-type: none"> • Trusts leadership and invests in the school's vision • Feels valued and safe collaborating with leaders • Is versed and embraces all school partners 	
Indicator 2.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Growth Mindset	<p>Leaders model growth mindset and cultivate a culture in which all faculty and staff embrace a growth-oriented mindset, focused on improvement for self and scholars.</p> <p>There are processes for consistently returning to the concept of staff culture, with the purpose of continuously improving and strengthening staff culture.</p> <p>>90-100% of staff embrace a culture of growth-mindset, striving to continuously improve</p>	<p>Leaders model growth mindset and cultivate a culture in which most faculty and staff embrace a growth-oriented professional mindset, focused on improvement for self and scholars.</p> <p>A positive and productive staff culture is present most of the time. When there are gaps, there is evidence of planning for improving staff culture.</p> <p>>70-90% of staff embrace a culture of growth-mindset, striving to continuously improve</p>	<p>Leaders sometimes model growth mindset. Some staff embrace a growth-oriented mindset, or only partially embrace the focus on self and scholar improvement.</p> <p>There are evident gaps in staff culture and there are weak/lacking plans for improvement of the culture.</p> <p>>50-70% of staff embrace a culture of growth-mindset, striving to continuously improve</p>	<p>Leaders do not model growth mindset, and/or the staff culture is negative and not focused on a positive, growth-oriented mindset, with no plans for improvement.</p> <p>Less than 50% of staff embrace a culture of growth-mindset, striving to continuously improve</p>
Critical Attributes	Leadership: <ul style="list-style-type: none"> • Fosters a culture of growth mindset for self, staff and scholars • Routinely assesses and works to strengthen a culture focused on improvement 		Staff: <ul style="list-style-type: none"> • Exhibits growth mindset personally • Creates classroom culture focused on growth and improvement 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Domain #3: Leadership Impact:

Leadership acts with purpose of affecting thinking and actions of others using data to solve problems.



	School Leadership
	PLA
	Agreement

Indicator 3.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Coaching Cycles	<p>The leader/leadership team conduct both informal and formal observations frequently throughout the year using the PLA Coaching Cycle. Following observations, teachers are provided with timely, constructive, and specific feedback that directly impacts instruction.</p> <p>Under-performing teachers are quickly identified and have documented support plans in place and are consistently receiving the supports outlined in the Performance Improvement Plan (PIP). There are no struggling staff members without support plans in place.</p> <p>>90-100% of the time Coaching Cycles were completed with fidelity in a timely manner</p>	<p>The leader/leadership team conduct both informal and formal observations at key points in the year using the PLA Coaching Cycle. Following observations, teachers are provided with timely, constructive, and specific feedback that directly impacts instruction.</p> <p>Under-performing teachers have documented support plans in place and are receiving the supports outlined in the Performance Improvement Plan (PIP). Struggling teachers are identified and have documented plans in place.</p> <p>>70-90% of the time Coaching Cycles were completed with fidelity in a timely manner</p>	<p>The leader/leadership team inconsistently conduct formal and informal observations using the PLA Coaching Cycle and/or conduct observations of teachers that may not be inclusive of timely, constructive, and specific feedback that directly impacts instruction.</p> <p>Most underperforming teachers are identified, though only few may have documented plans in place and/or only a few may be receiving the supports laid out in the Performance Improvement Plan (PIP).</p> <p>>50-70% of the time Coaching Cycles were completed with fidelity in a timely manner</p>	<p>The leader/leadership team conducts infrequent classroom observations using the PLA Coaching Cycle. Teachers are rarely provided with feedback on their instructional practice.</p> <p>There is little to no documentation on teacher performance (including high-performing and under-performing teachers).</p> <p>50% or less of the time Coaching Cycles were completed with fidelity in a timely manner</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> Conducts scheduled observations and provides feedback in a timely manner 		<p>Staff:</p> <ul style="list-style-type: none"> Implements feedback from coaching cycles to impact instruction 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	<ul style="list-style-type: none"> Communicates constructive feedback that impacts instruction Plans for and provides meaningful supports for teachers who have a PIP 		<ul style="list-style-type: none"> Collaborates with leadership to plan goals and supports for staff with a PIP 	
Indicator 3.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
PLA Model	<p>Leader/leadership team demonstrates the ability to take initiatives and risks, while maintaining a belief and desire to learn and fully implement the PLA Model.</p> <p>Leaders consistently demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders consistently experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>	<p>Leaders/leadership team demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement most of the PLA Model.</p> <p>Leaders demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>	<p>Leaders/leadership team occasionally demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement some of the PLA Model.</p> <p>Leaders sometimes demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders occasionally experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>	<p>Leaders/leadership team rarely demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement some of the PLA Model.</p> <p>Leaders rarely demonstrate the ability to be flexible and agile to the demands of the job.</p> <p>Leaders rarely experience personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> Demonstrates growth mindset and investment in the PLA Model for self, staff and scholars Demonstrates agility and resiliency to the demands of the job Is steadfast in advocating for scholars and their achievements 		<p>Staff:</p> <ul style="list-style-type: none"> Is empowered by the use of the PLA Model to impact scholar achievement Ascribes to the core belief in the learning potential of all scholars 	
Indicator 3.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
	There are systems that allow all teachers to engage in non-evaluative coaching cycles.	There are systems that allow all teachers to engage in non-evaluative coaching cycles.	Some teachers have the opportunity to engage in non-evaluative coaching cycles.	Coaching cycles are not present. Opportunities for observation and feedback are only available when tied to evaluation.



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

<p>Collaborative Observations and Feedback</p>	<p>Teachers are prioritized for coaching cycles based on data (both teacher and scholar). Both high- performing and struggling teachers receive coaching supports. Prioritization directly drives the amount of time spent supporting teachers in the coaching cycle.</p> <p>Coaching cycles include goal- setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).</p> <p>>90-100% of staff coaching cycles are done with fidelity in a timely manner</p>	<p>Teachers are prioritized for coaching cycles based on data (both teacher and scholar). Both high- performing and struggling teachers receive coaching supports, though the time spent with each may need balancing.</p> <p>Coaching cycles include most of the following elements: goal- setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).</p> <p>>70-90% of staff coaching cycles are done with fidelity in a timely manner</p>	<p>The systems for prioritizing teachers for coaching cycles need improvement and/or there is significant imbalance in the performance level of teachers identified for coaching opportunities.</p> <p>Coaching cycles lack multiple elements within goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).</p> <p>>50-70% of staff coaching cycles are done with fidelity in a timely manner</p>	<p>Less than 50% of staff coaching cycles are done with fidelity in a timely manner</p>
<p>Indicator 3.4</p>	<p>Highly Effective</p>	<p>Effective</p>	<p>Improvement Necessary</p>	<p>Requires Action</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Points</p>
<p>Professional Goals</p>	<p>Leaders have developed a goal-driven community inside the school building and outside the community.</p> <p>All faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold all adults and children accountable for strong school performance and standards.</p> <p>>90-100% of staff can site their professional goals and related supports provided to achieve them</p>	<p>Most faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold most adults and children accountable for strong school performance and standards</p> <p>>70-90% of staff can site their professional goals and related supports provided to achieve them</p>	<p>Some faculty and staff can articulate their professional goals or can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold some adults and children accountable for strong school performance and standards</p> <p>>50-70% of staff can site their professional goals and related supports provided to achieve them</p>	<p>Few faculty and staff can articulate their professional goals or can identify supports that the school has provided in their pursuit of goals.</p> <p>Leaders hold few adults and children accountable for strong school performance and standards</p> <p>Less than 50% of staff can site their professional goals and related supports provided to achieve the</p>



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

Critical Attributes	Leadership: <ul style="list-style-type: none"> ● Actively engages with staff on meaningful goals and needed supports ● Emphasizes the urgency of professional goals to staff and is familiar with their individual goals and supports ● Establishes a climate of accountability for strong school performance with staff and scholars 		Staff: <ul style="list-style-type: none"> ● Works with leadership to develop specific, meaningful goals and supports to impact instruction ● Has a sense of high expectations and accountability from leadership 	
Indicator 3.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Data Driven Decisions	<p>Leaders continually prioritize and make critical decisions based on school data.</p> <p>Leaders hold teachers accountable for consistently gathering evidence on scholars' learning, their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all scholars.</p> <p>Leaders routinely ensure teachers are engaged in analyzing multiple forms of scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction.</p> <p>>90-100% of staff make effective, data-driven decisions impacting instruction and interventions</p>	<p>Leaders prioritize and make critical decisions based on school data.</p> <p>Leaders hold teachers accountable for gathering evidence on scholars' learning at most key points in the year: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all scholars.</p> <p>Leaders ensure teachers are engaged in analyzing scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction.</p> <p>>70-90% of staff make effective, data-driven decisions impacting instruction and interventions</p>	<p>Leaders rarely prioritize and make critical decisions based on school data.</p> <p>Leaders are inconsistent in holding teachers accountable for gathering evidence on scholars' learning, and sometimes use this data to make informed decisions about supporting all scholars.</p> <p>Leaders inconsistently ensure teachers are engaged in analyzing scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction.</p> <p>>50-70% of staff make effective, data-driven decisions impacting instruction and interventions</p>	<p>There is little to no evidence of leaders prioritizing or making critical decisions based on data.</p> <p>There is little to no evidence that teachers have gathered information on scholars' learning with the purpose of informing instruction.</p> <p>Scholar performance data is rarely analyzed, and intervention systems do not exist for scholars, leaving a significant number of scholars who have not met lesson objectives.</p> <p>Less than 50% of staff make effective, data-driven decisions impacting instruction and interventions</p>
Critical Attributes	Leadership: <ul style="list-style-type: none"> ● Sets expectation of knowing the "big picture" for each scholar in order to effectively support ● Models data driven decision making for scholar interventions 		Staff: <ul style="list-style-type: none"> ● Creates supports for scholars based on data and anecdotal knowledge ● Tracks data and reassesses interventions in a timely manner ● Informs instruction based on scholar learning data 	



Mid-Year PLA Leadership Performance Evaluation Rubric & Success Level Descriptors

	<ul style="list-style-type: none"> • Oversees effective intervention programming including timeliness and differentiation 	
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Indicator 3.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	3 Points	2 Points	1 Points
Instruction and Learning	<p>Leaders continuously ensure teachers align learning tasks to state standards and require higher order, complex thinking.</p> <p>Leaders continuously ensure teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars.</p> <p>Leaders continuously ensure multiple forms of assessments are used to measure scholar understanding and to drive instruction.</p> <p>>90-100% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>	<p>Leaders ensure teachers align learning tasks to state standards and require higher order, complex thinking.</p> <p>Leaders ensure teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars.</p> <p>Leaders ensure multiple forms of assessments are used to measure scholar understanding and to drive instruction.</p> <p>>70-90% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>	<p>Leader inconsistently ensure teachers align learning tasks to state standards and require higher order, complex thinking.</p> <p>Leaders inconsistently ensure teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars.</p> <p>Leaders inconsistently ensure multiple forms of assessments are used to measure scholar understanding and to drive instruction.</p> <p>>50-70% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>	<p>There is little to no evidence of leaders ensuring state standards aligned learning tasks are occurring with few to no opportunities for higher order, complex thinking.</p> <p>There is little evidence for varied instructional techniques in some classrooms with few variations of assessments used to drive data.</p> <p>Less than 50% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities</p>
Critical Attributes	<p>Leadership:</p> <ul style="list-style-type: none"> • Sets expectation that learning objectives are aligned and clearly communicated with scholars • Sets expectation of academic rigor • Sets expectation of best practices for instruction and use of formative assessment data to drive instruction 		<p>Staff:</p> <ul style="list-style-type: none"> • Crafts and posts meaningful learning objectives aligned to state standards and connects learning objectives to scholars' lives • Includes high level or rigor in learning activities • Adjusts instruction based on CFU's and scholar needs 	



Teacher Evaluation Process
Building Administration Information

I. Evaluation Windows

Mid-Year Evaluation	November 15 - January 15
Final Evaluation	March 15 - May 15

- *Window will open and close, therefore, all evaluations must be completed during the window.*
- *You will receive an email notifying you the window is open and an email warning as it gets closer to the window closing.*
- *All evaluations MUST be entered into the system prior to the window closing.*

II. Please share the *Teacher Evaluation Process* information with your teachers at the beginning of the school year.

- Teacher Evaluation Process*
- Evaluation Rubric*
- Optional Pre-Evaluation Form*
- Optional Self-Evaluation*
- Teacher Evaluation Rating Scale*

III. **Mid-year Evaluations**

All mid-year evaluations should be announced and pre-scheduled by building administration.

All mid-year evaluations need to be pre-scheduled with the teacher at least one week prior to the observation
--

Lesson plan submission by teacher is required prior the mid-year evaluation

30-45 minute observation

Post-conference should take place within one week of observation
--

Teachers can complete and bring their <i>Optional Self-Assessment Form</i> to their post-conference

<i>Post-Conference Form</i> must be completed and signed by both the administrator and the teacher
--

<i>Post-Conference Form</i> must be uploaded into the Coaching Cycle Platform

IV. **Final Evaluations**

All final evaluations are unannounced



Teacher Evaluation Process

30-45 minute observations
Post-conference within one week of the observation
Teachers can complete and bring their <i>Optional Self-Assessment Form</i> to their post-conference.
Post-Conference Form must be completed and signed by both the administrator and the teacher
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V. Overall Effectiveness Score

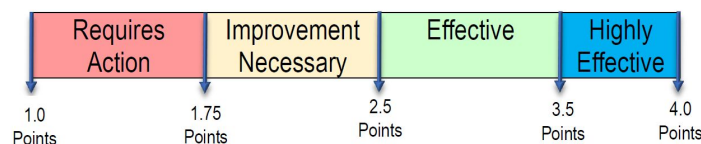
Mid-Year	50% of overall score	<table border="1"> <tr> <td>Purposeful Planning Domain= 10%</td> </tr> <tr> <td>Effective Instruction Domain= 70%</td> </tr> <tr> <td>Educational Leadership Domain= 10%</td> </tr> <tr> <td>Professionalism Domain= 10%</td> </tr> </table>	Purposeful Planning Domain= 10%	Effective Instruction Domain= 70%	Educational Leadership Domain= 10%	Professionalism Domain= 10%
Purposeful Planning Domain= 10%						
Effective Instruction Domain= 70%						
Educational Leadership Domain= 10%						
Professionalism Domain= 10%						
Final	50% of overall score	<table border="1"> <tr> <td>Purposeful Planning Domain= 10%</td> </tr> <tr> <td>Effective Instruction Domain= 70%</td> </tr> <tr> <td>Educational Leadership Domain= 10%</td> </tr> <tr> <td>Professionalism Domain= 10%</td> </tr> </table>	Purposeful Planning Domain= 10%	Effective Instruction Domain= 70%	Educational Leadership Domain= 10%	Professionalism Domain= 10%
Purposeful Planning Domain= 10%						
Effective Instruction Domain= 70%						
Educational Leadership Domain= 10%						
Professionalism Domain= 10%						

VI. Performance Improvement Plan

- If a teacher falls into either the category of *Improvement Necessary* or *Ineffective*, the administration must create a Performance Improvement Plan and share with the teacher during the Post Conference. The PIP should also be shared with PLA HR and Regional Director immediately.

Teacher Evaluation Rating Scale

A teacher's comprehensive score for each indicator can be translated to the following rating scale to determine next steps. Borderline points are always rounded up to the nearest tenth.





Teacher Evaluation Process

Teacher Information

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III. Final Evaluations

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30-45 minute observations



Teacher Evaluation Process

Post-conference within one week of the observation
Teachers can complete and bring their <i>Optional Self-Assessment Form</i> to their post-conference.
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IV. Overall Effectiveness Score

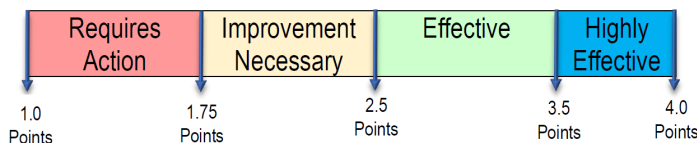
Mid-Year	50% of overall score		Purposeful Planning Domain= 10%
			Effective Instruction Domain= 70%
			Educational Leadership Domain= 10%
			Professionalism Domain= 10%
Final	50% of overall score		Purposeful Planning Domain= 10%
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Optional Pre-Evaluation Form

Mid-Year or Final Pre-Evaluation Form

This form is optional and should be completed by the teacher prior to the pre-conference or evaluation and submitted to the building administrator.

Teacher		Date	
Administrator			
What learning objectives or standards will you target during the observed lesson?			
How will you know if students are mastering or have mastered the objectives?			
Is there anything you would like me to know about this class prior to the observation?			
Are there any skills or new practices you have been working on that I should look for?			



Self-Assessment Form

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance, strengths, and areas for improvement.

Teacher		Date	
Administrator			
Lesson Observed			
How do you think the lesson went? What went well and what didn't go so well?			
Did you accomplish all that you wanted to in terms of scholars mastering the objectives of the lesson? If not, why do you think it did not go as planned?			
If you had an opportunity to teach this lesson again to the same group of scholars, what would you do differently?			
Did the results of this lesson influence or change your planning for the future lessons?			

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____



Post-Conference Form

Mid-Year or Final Evaluation Post-Conference Form

This form is to be completed by the building administrator that conducted the evaluation. This form is completed during the post-conference. Both teacher and administrator must sign this document and it should be uploaded into the Coaching Cycle/Evaluation Platform. Any reflections disputed by the teacher should be noted in the bottom section of this document under “Post-Conference Notes”.

Teacher		Date	
Administrator			
Lesson Observed			
On a scale of 1-10, with 10 being the best lesson you've ever taught, how would you rank that lesson I observed?			
What part of the lesson went well?			
If you had an opportunity to teach this lesson again to the same group of scholars, what would you do differently?			
Did the scholars learn what you intended for them to learn? How do you know?			
Comment on different aspects of your instructional delivery (e.g., activities, grouping of scholars, materials, CFU and resources). To what extent were they effective?			
What aspect of the instruction would you like to improve prior to the final evaluation?			
Post-Conference Notes:			

Administrator's Signature _____ Date _____

Teacher's Signature _____ Date _____



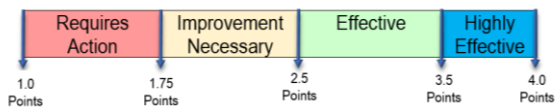
PHALEN LEADERSHIP ACADEMIES

TEACHER PERFORMANCE IMPROVEMENT PLAN GUIDANCE

Purpose: The PLA teacher PIP process is support for teachers when an administrator identifies performance deficiencies (ineffective Instruction, unsatisfactory teaching performance, or willful neglect of duty) that require immediate attention. This process will be implemented if informal/non-disciplinary attempts have not resolved performance concerns. Each team member must respect the confidential nature of the support being provided through the PIP Process.

Why: A teacher's poor instructional performance or scholar safety is in jeopardy are examples.

PLA evaluation scoring: the teacher must possess a cumulative score of **less than 2.5** to qualify for a PIP.



When: The PIP will be discussed as part of post evaluation periods of November 15 – January 15 and March 15 – May 31.

During: What happens during the PIP meeting(s)? The evaluator finalizes the PIP, so that the plan:

- Delineates specific, realistic, achievable activities for the teacher. Also, it identifies a timeline for achieving the action steps/activities.
- Identifies specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content area specialists, materials).
- Specifies next steps to be taken if goals are met or not met.

Plan Ahead

- Consider how to best organize the PIP related documents and data for each teacher so copies of all documents used in the development and implementation of the PIP are reviewed during the meeting.

Progress Monitoring: At each one of the scheduled meetings, the teacher is responsible for presenting evidence to his/her evaluator that demonstrates the progress the teacher has made/is making

towards achieving improvement on the outlined activities. It is the evaluator's responsibility to document on the PIP form the completion of each activity for improvement. Teachers and School Leaders will look to teaching practice and student outcomes for evidence of growth in the identified areas for improvement.

Optional: The **last observation** during the March 15-May 31 window is optional and can be announced or unannounced.

Best Practices Creating and Implementing a PIP

To develop a PIP that supports a teacher's growth, it is recommended that evaluators and teachers:

- **Communicate:** Let your teachers know that you're ready to listen, learn, and engage in a professional conversation through the PIP process throughout the school year.
- **Collaborate:** Invite teachers to reflect on their own teaching practice and evidence of student learning to identify areas of improvement and bring these ideas to the first PIP meeting. During that meeting, discuss and identify the action steps to achieve improvement in these areas, resources and support for those steps, the timeline, and how progress will be measured and assessed. In subsequent PIP meetings, discuss progress observed and next steps for the PIP improvement areas.
- **Check in frequently:** Ensure that the identified resources and support systems specified in the PIP are made available to the teacher. Also, invite the teacher to share ongoing progress with you.

After: The PIP may be subject to further review and feedback by your Regional Director or Human Resources Department.

Is a PIP Necessary?

- Assess if performance can be remedied through accommodations. For example, is the under-performance driven by lack of training that a PD can turnaround? Or is a short-term personal challenge the issue? In these cases, PIP may not be necessary and should be discussed with your Regional Director.

Encouragement: Successful progress made toward the goal should be recognized as a means of motivating your teacher to continued improvement.