



# Criterion 5: Improving Instruction

Monitoring, assisting, and evaluating effective instruction and assessment practices.

## Criterion 5 Rubric | *Improving Instruction*

### **Monitoring, assisting, and evaluating effective instruction and assessment practices.**

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effectiveness in teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>5.1 Monitors instruction and assessment practices</b>	Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices; feedback given is ineffective in improving instruction and assessment practices	Monitors instruction and assessment to meet the minimum frequency and procedural requirements; feedback given to staff regarding instruction and assessment is generic and inconsistently effective in improving instruction and assessment practices	Develops and uses observable systems and routines for regularly monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices	Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors, reflects on and develops or adjusts systems as needed to improve assessment practices
<b>5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness</b>	Does not meet with faculty members to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient	Meets minimum teachers' contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress	Meets with faculty members regularly to develop, review and modify student growth plans (individual or group plans); assists identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies are used, allowing timely feedback to make mid-course corrections and improve teacher practice	Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress

<p><b>5.3 Assists staff in implementing effective instruction and assessment practices</b></p>	<p>Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority</p>	<p>Facilitates staff in the implementation of effective instruction and assessment practices; emerging knowledge of applied learning theories to create a personalized and motivated learning environment</p>	<p>Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes time and effort to the improvement of instruction and assessment; assists staff to use the most effective and appropriate technologies to support teaching and learning</p>	<p>Is proficient AND serves as a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices; encourages staff to conduct action research; seeks ways to extend influence of knowledge and contribute to the application of effective instruction and assessment practices</p>
<p><b>5.4 Evaluates staff in effective instruction and assessment practices</b></p>	<p>Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that lack evidence; does not establish systems or routines that support improved instruction and assessment practices; little to no understanding of student diversity and its meaning in instruction and assessment</p>	<p>Regularly and systematically evaluates all staff yielding valid and reliable results; recommendations lead staff to some improvement in instruction and assessment practices; developing understanding of student diversity (culture, ability, etc.) and its meaning in instruction and assessment</p>	<p>Evaluates staff reliably and validly; provides data evidence to support claims; recommendations are effective and lead to consistently improved instruction and assessment practices; demonstrating knowledge of student diversity (culture, ability, etc.) and its meaning in instruction and assessment</p>	<p>Is proficient AND consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others, promoting a culture of continual improvement due to ongoing evaluation of effective instruction and assessment practices</p>
<p><b>5.5 Provides evidence of student growth of selected teachers*</b></p>	<p>Multiple measures of student achievement of selected teachers show no academic growth</p>	<p>Multiple measures of student achievement of selected teachers show minimal academic growth</p>	<p>Multiple measures of student achievement of selected teachers show measurable academic growth</p>	<p>Multiple measures of student achievement of selected teachers show significant academic growth</p>

*\*Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.*

## Criterion 5 Reflection Components | *Improving Instruction*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	AUTHORITY
<p>Persistently advance the School Improvement Plan (SIP)</p> <p>Engage each staff member in their appropriate implementation of the SIP</p> <p>Utilize teacher-leaders to focus and model the improvement of practice</p> <p>Evaluate in a way that distinguishes effective teachers from ineffective teachers</p> <p>Guide staff through the change process while maintaining focus on student learning goals</p> <p>Assist staff in self-reflection leading to effective practice</p> <p>Use a variety of data to inform and support decisions about instruction and assessment of learning</p> <p>Use a variety of monitoring structures (e.g., informal observation, assessment and lesson plan analysis, formal lesson observation) to improve instruction and assessment of learning</p> <p>Clearly communicate effective instructional and assessment practices for staff</p> <p>Develop collaboration and peer mentoring among staff</p> <p>Develop an induction process for new staff</p> <p>Seek opportunity to support capacity-building for individuals and teams</p>	<p>Effective employee evaluations that follow contractual and legal requirements and timelines</p> <p>Planning/scheduling for new teacher mentoring and meetings</p> <p>Evidence of agendas of staff/department/grade-level meetings and staff development</p> <p>Achievement data trends over time</p> <p>Staff development plans that address identified needs</p> <p>Examples of growth in specific staff members</p>	<p>Superintendent who shares vision and assists in follow-through on a long-term basis versus viewing the short-term problem</p> <p>District personnel, including superintendent, who understand the complexity, legal liability and political elements of change and remain supportive of school efforts</p> <p>Administrator's job description that reflects priority of student achievement goals</p> <p>Reduction of tasks that are not directly related to achievement goals from administrator performance expectations</p> <p>Training in performance-based evaluation and development of the SIP</p> <p>Training/collaboration among school administrators to define and apply evaluative criteria consistently for all staff</p> <p>District support for writing and implementing plans of improvement</p> <p>Time and resources for staff collaboration</p> <p>Supplemental summer and after-school programming</p> <p>District support for non-renewal process</p> <p>Support for teachers: mentors and coaches</p>	<p>Authority to provide input to alter negotiated agreements for consistency of effective school practices and maximizing student achievement</p> <p>Authority to match staff selection and retention to building and program needs</p> <p>Authority to select staff assigned to school based upon demonstrated skill in promoting student achievement</p>