

RBB Administration

1. Enhancing Instruction

Number of Competencies: 5

Domain Description:

1.1. Competency

Articulated

Vision of Sound
Instruction

Highly Effective

Effective

Improvement
Necessary

Ineffective

In addition to the Effective domain:

- Experienced teachers are part of the training process for new teachers on the instructional model.
- The principal consistently works with teachers and central office administration to refine instructional model to ensure better understanding and integration within the school.
- A written document articulating sound instruction has been given to all teachers and is constantly referred to throughout the year.
- Systematic training process has been developed to ensure awareness and implementation of articulated instruction model for new teachers.
- Teachers can describe the articulated instructional model.
- Instructional model is tied to research in the field of education and enhancing student learning.
- The written document has not been discussed with all teachers or there is a lack of emphasis given throughout the year.
- The training of new teachers does not fully make them aware or does not provide follow-up to ensure full implementation of instructional model.
- Not all teachers are able to articulate the instructional model when asked.
- Instructional model utilizes limited research or has limited connection to student learning.
- The written document is not been created or there is no evidence of integration of the model within the school.
- There is a lack of a training program for new teachers or the training program lacks effectiveness that leads to no implementation of instructional model.
- Many teachers are unable to articulate the instructional model when asked.
- No evidence of research in the creation of instructional model.

1. Enhancing Instruction

Number of Competencies: 5

Domain Description:

1.2. Competency

Assessing

Current

Instructional

State of Learning

Environment

Highly Effective

Effective

Improvement
Necessary

Ineffective

In addition to the Effective domain:

- The administrator's rating of teachers' is aligned with student learning outcomes within classrooms.
 - Administrator frequently works with teacher or groups of teachers to examine student performance data and guides them in the process of linking this data to instruction.
 - The Administrator frequently examines whether shifts in instructional practices creates new areas of overreliance within building.
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- Administrator closely examines walk-through data to determine instructional trends occurring within the school.
 - Administrator has discussions with whole building and/or teams of teachers over the current instructional practices.
 - If there is an overreliance on one particular instructional strategy (building or classroom) it is being effectively communicated to appropriate teachers.
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- Administrator does limited walk-throughs or does not fully aggregate data to determine trends within school.
 - Administrator' discussion with teachers does not fully articulate the current instructional practices.
 - An overreliance on one particular instructional strategy (building or classroom) is not being effectively communicated to appropriate teachers.
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- Administrator does not conduct or fails to examine walk-through data to determine instructional trends within the school.
 - Administrator does not articulate the current instructional practices with teachers.
 - Administrator fails to have a discussion with appropriate teachers when overreliance of one particular instructional strategy occurs or fails to identify the overreliance.

1. Enhancing Instruction

Number of Competencies: 5

Domain Description:

1.3. Competency

Providing
Feedback
through
Observations

Highly Effective

In addition to the Effective domain:

- Principal consistently reviews feedback provided to staff members and seeks guidance from other members of the administrative team or teachers to enhance their ability to provide feedback to teachers.
- Principal ensures feedback is given to teachers is tied to each teacher's pedagogical growth goals.
- Discussions occur frequently with each teacher over their impact on student learning as evident by student achievement data.
- Principal has developed a process to monitor whether teachers following observational feedback are taking action.

Effective

- Teachers are provided feedback over pedagogical strengths and weaknesses in language they understand.
- Feedback given to teacher is tied to instructional model and district approved evaluation rubric.
- Principals' feedback to teachers encourages them to take steps towards enhancing the teachers' pedagogical prowess.
- The principal meets with teachers throughout the year to assist them in creating, accomplishing, and tracking their pedagogical growth goals.
- The principal ensures the observational feedback is given to the teachers within district-approved timeline to ensure teacher can take action, when needed.

Improvement
Necessary

- Feedback provided to teachers lacks complete insight or is not in teacher-appropriate language.
- Feedback fails to tie to some essential aspects of the instructional model or evaluation rubric.
- Feedback lacks encouragement for teachers or fails to give teacher a complete roadmap to enhancing their pedagogy.
- The principal does not fully support or provide enough assistance to teachers to ensure success on pedagogical growth goals.
- Feedback provided through observations has sometimes not met an appropriate timeline to assist teachers in taking necessary action.

Ineffective

- There is an absence of relevant feedback for teachers.
- There is no tie between the feedback given to teachers and the instructional model or evaluation rubric.
- Feedback given to teachers demoralizes them or provides no focus to improve.
- The principal fails to support or provide assistance to teachers within the pedagogical growth goal process.
- Feedback provided through observations has frequently not met an appropriate timeline to assist teachers in taking necessary action.

1. Enhancing Instruction

Number of Competencies: 5

Domain Description:

1.4. Competency
Providing
Resources for
Teachers based
on their Needs

Highly Effective

In addition to the Effective domain:

- The principal constantly seeks feedback from teachers regarding the professional development programs and seeks their input resulting in better professional development opportunities for all teachers.
- Teachers within the building are sharing resources they have found with other teachers to create enhanced instruction for all students.
- Principal has provided necessary resources for teachers not reaching effective level within remediation plans and teachers have been able to move into the effective range.

Effective

- Principal has tied professional development opportunities to teachers needs based on observational data or pedagogical growth goals.
- Principal has reflected on professional development opportunities provided to ensure they are being properly implemented and creating changes within their teacher's instructional choices.
- Principal has developed a wealth of instructional resources for teachers centered on instructional model.
- The amount of resources provided to a teacher is based on the current instructional state of each teacher.

Improvement
Necessary

- Principal has not fully tied professional development opportunities to teachers needs based on observational data or pedagogical growth goals.
- Principal has reflected on a majority of professional development opportunities provided to ensure they are being properly implemented and creating changes within their teacher's instructional choices.
- Principal has developed limited instructional resources for teachers centered on instructional model.
- The amount of resources provided to a teacher fails to completely reflect their instructional state.

Ineffective

- Principal has not tied professional development opportunities to teachers needs based on observational data or pedagogical growth goals.
- Principal has failed to reflect on professional development opportunities provided to ensure they are being properly implemented and creating changes within their teacher's instructional choices.
- Principal has developed virtually no instructional resources for teachers centered on instructional model.
- The amount of resources provided to a teacher does not take into account their current instructional state.

1. Enhancing Instruction

Number of Competencies: 5

Domain Description:

1.5. Competency
Ensuring
Curricular
Alignment and
Academic Rigor
within
Instruction

Highly Effective

Effective

Improvement
Necessary

Ineffective

In addition to the Effective domain:

- Principal has conducted meetings with teams of teachers regarding matching written and taught curriculum.
- Principal consistently reviews teachers tracking systems and meets with them to provide insight over possible changes needed to ensure all students are mastering the essential elements of the curriculum.
- Principal consistently meets with teachers to review and revise essential elements of the curriculum in order to create focused and efficient instruction throughout the building.
- Principal has developed a system to track whether instruction and assessment within each classroom is aligned with written curriculum.
- Principal ensures essential elements of the curriculum and building goals are being implemented within each classroom.
- Principal has clearly articulated academic rigor with teachers and ensures it is being implemented within each classroom.
- Principal has communicated and developed buy-in of all teachers regarding a building focused on student learning rather than coverage of material.
- Principal's system to track whether instruction and assessment within each classroom is aligned with written curriculum does not fully capture current state.
- Principal does not fully ensure essential elements of the curriculum and building goals are being implemented within each classroom.
- Principal has not fully articulated academic rigor with teachers or fails to ensure it is being implemented within each classroom.
- Principal has communicated but not developed buy-in of all teachers regarding a building focused on student learning rather than coverage of material.
- Principal has not developed a system to track whether instruction and assessment within each classroom is aligned with written curriculum.
- Principal does not ensure essential elements of the curriculum and building goals are being implemented within each classroom.
- Principal has not clearly articulated academic rigor with teachers and fails to ensure it is being implemented within each classroom.
- Principal has failed to communicate or not developed buy-in of a majority of teachers regarding a building focused on student learning rather than coverage of material.

2. Leading School Improvement

Number of Competencies: 2

Domain Description:

2.1. Competency
Creating Goals Tied
to Comprehensive
Needs Assessment

Highly Effective

In addition to the Effective domain:

- Teachers and staff are up-to-date on the current level of student achievement within the building and actively seek ways to become part accomplishing the building goals.
- Principal frequently monitors and communicates to teachers and staff the progress being made towards the building goals.
- Teachers and staff members are able to articulate the current state of progress towards building achievement goals.

Effective

- Principal examines student achievement and other data linked to student learning to assess the current state of the building.
- Student achievement levels are depicted for teachers/staff that use various measures and are made easy to understand.
- Principal establishes measureable and rigorous goals that highlight the overall percentage of students demonstrating proficiency at building-level, free/reduced lunch students, and for the short, medium, and long-term success of the building.
- Principal posts achievement goals in a manner to ensure all teachers and staff members are aware of the building achievement goals and frequently discusses the progress towards these goals in staff meetings.

Improvement
Necessary

- Principal examines student achievement and limited amounts of other data linked to student learning to assess the current state of the building.
- Student achievement levels are depicted for teachers/staff that use a few measures but are still made easy to understand.
- Principal establishes measureable and rigorous goals that highlight the overall percentage of students demonstrating proficiency at building-level but fails to include goals for free/reduced lunch students or does not consider the short, medium, and long-term success of the building.
- Principal posts achievement goals in a manner to ensure all teachers and staff members are aware of the building achievement goals but fails to frequently discuss the progress towards these goals in staff meetings.

Ineffective

- Principal examines only student achievement data and fails to utilize other data linked to student learning to assess the current state of the building.
- Student achievement levels are depicted for teachers/staff that use very limited measures and are not easily understood.
- Principal does not establish measureable and rigorous goals that highlight the overall percentage of students demonstrating proficiency at building-level, free/reduced lunch students, or goals for the short, medium, and long-term success of the building.
- Principal fails to post achievement goals in a manner to ensure all teachers and staff members are aware of the building achievement goals and fails to frequently discuss the progress towards these goals in staff meetings.

2. Leading School Improvement

Number of Competencies: 2

Domain Description:

2.2. Competency
Creating
Opportunities that
Enhance Student
Learning

Highly Effective

In addition to the Effective domain:

- Principal has cultivated ownership of necessary changes by incorporating various stakeholders in the creation, monitoring, and revision of student learning programs.
- Principal guides teachers in the process of establishing individual student growth goals for each of their students as common practice throughout the building.
- Principal works with teachers to develop a system that allows for the tracking of the individual growth goals for students

Effective

- Principal has linked the instructional and behavioral programs to the schools' mission in order to increase teacher and staff buy-in.
- Principal has formed necessary committees dedicated to enhancing student-learning outcomes in order to gain a well-rounded perspective.
- Principal has created a school schedule that allows for students to receive necessary interventions during hours of operation.
- Principal creates and monitors student programs designed to create increased levels of student learning and ensures teachers have the necessary resources to ensure student completion of the programs.
- Principal creates and implements activities aimed at celebrating student learning success throughout the building so that all stakeholders see the commitment to student learning.

Improvement
Necessary

- Principal has not completely linked the instructional and behavioral programs to the schools' mission in order to increase teacher and staff buy-in.
- Principal has formed limited amounts of committees dedicated to enhancing student-learning outcomes in order to gain a well-rounded perspective on creating avenues of success for all students.
- Principal has created a school schedule that allows for students to receive limited interventions during hours of operation.
- Principal create and monitor student programs designed to create increased levels of student learning but is unsuccessful at ensuring teachers have the necessary resources to ensure student completion of the programs.
- Principal creates but implementation of activities aimed at celebrating student learning success throughout the building was unsuccessful or did not engage various stakeholders within the process.

Ineffective

- Principal has made no effort to link the instructional and behavioral programs to the schools' mission in order to increase teacher and staff buy-in.
- Principal has not formed necessary committees dedicated to enhancing student-learning outcomes.
- Principal has created a school schedule that allows for students to receive virtually no interventions during hours of operation.
- Principal fails to create student programs designed to create increased levels of student learning.
- Principal fails to create activities aimed at celebrating student learning success.

3. Fostering a Collaborative Culture

Number of Competencies: 3

Domain Description:

3.1. Competency
Creating and
Guiding
Opportunities for
Teacher
Collaboration to
Support Student
Learning

Highly Effective

Effective

Improvement
Necessary

Ineffective

In addition to the Effective domain:

- Principal monitors the participation and success of collaborative groupings focused on instructional strategies as evident by impact made on student achievement.
- Principal collects minutes and notes from all collaborative meetings in order to provide guidance and hold groups accountable.
- Principal creates regular opportunities for teams of teachers to discuss instructional practices and view effective teaching practices either in other classrooms or virtually.
- Principal creates regular opportunities for teams of teachers to discuss assessment practices and when necessary guides them on linking assessment to curricular goals.
- Teams of teachers have regular opportunities to discuss student achievement and growth through data teams.
- Principal encourages the sharing of ideas and collective problem solving within the building and incorporates this in the evaluation process of teachers.
- Principal creates occasional opportunities for teams of teachers to discuss instructional practices and view effective teaching practices either in other classrooms or virtually.
- Principal creates occasional opportunities for teams of teachers to discuss assessment practices and when necessary guides them on linking assessment to curricular goals.
- Teams of teachers have occasional opportunities to discuss student achievement and growth through data teams.
- Principal encourages the sharing of ideas and collective problem solving within the building but fails to incorporate this in the evaluation process of teachers.
- Principal fails to create opportunities for teams of teachers to discuss instructional practices and view effective teaching practices either in other classrooms or virtually.
- Principal fails to create opportunities for teams of teachers to discuss assessment practices and when necessary guides them on linking assessment to curricular goals.
- Teams of teachers do not have opportunities to discuss student achievement and growth through data teams.
- Principal does not demonstrate a commitment to sharing of ideas and collective problem solving within the building.

3. Fostering a Collaborative Culture

Number of Competencies: 3

Domain Description:

3.2. Competency
Incorporating
Teacher and Staff
Input into Building
Decisions

Highly Effective

In addition to the Effective domain:

- Principal constantly seeks new methods to gather information from teachers and staff members and ensures all members of both groups have a voice in decisions.
- Principal utilizes virtually all teachers to serve in the decision making process throughout the year and bases participation within committees on the strengths of the teacher.

Effective

- Principal has clearly defined with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from teachers regarding decisions that need to be made and the way the data is used is transparent to all.
- Principal actively and regularly seeks input from teachers and staff on ways to ensure a safe and orderly environment.

Improvement
Necessary

- Principal has not completely defined with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from teachers regarding decisions that need to be made but the way the data is used is transparent to all.
- Principal occasionally seeks input from teachers and staff on ways to ensure a safe and orderly environment.

Ineffective

- Principal has not defined at all with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- There is no system in place to gather information from teachers regarding decisions that need to be made.
- Principal seldom seeks input from teachers and staff on ways to ensure a safe and orderly environment.

3.3. Competency
Incorporating Parent
and Student Input
into Building
Decisions

Highly Effective

In addition to the Effective domain:

- Principal constantly seeks new methods to gather information from parents and students and ensures members of both groups have a voice in decisions.
- Principal actively seeks out view from a variety of parental and student types keeping in mind the importance of incorporating at-risk students and their parents in the educational process.

Effective

- Principal has clearly defined with parents and students the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from parents and students regarding decisions that need to be made and the way the data is used is transparent to all.
- Principal actively seeks input from parents and students on ways to ensure a safe and orderly environment.

Improvement
Necessary

- Principal has not completely defined with parents and students the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from parents and students regarding decisions that need to be made but the way the data is used is transparent to all.
- Principal occasionally seeks input from parents and students on ways to ensure a safe and orderly environment.

Ineffective

- Principal has not defined at all with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- There is no system in place to gather information from teachers regarding decisions that need to be made.
- Principal seldom seeks input from parents and students on ways to ensure a safe and orderly environment.

4. Leadership

Number of Competencies: 4

Domain Description:

4.1. Competency
Enhancing
Leadership
Capacity for Self
and Others

Highly Effective

In addition to the Effective domain:

- Teachers and staff members are inspired by the commitment of the principal and have enough trust to actively follow wherever they are led.
- Principal is conscious of time spent on various priorities and takes time to reflect on whether time allocation was well spent.

Effective

- Principal continuously participates in meaningful professional development opportunities in order to enhance their own abilities.
- Principal consistently prioritizes time to ensure it maximizes student learning and seeks feedback from various stakeholders on ways to insure priorities align with student learning.
- Principal actively encourages teacher leadership throughout the building as evident through conversations with teaching staff.
- Principal gives leadership opportunities to teachers and staff members wanting to take on such roles based on their abilities and effectiveness while providing opportunities to celebrate in their successes.

Improvement
Necessary

- Principal participates in some meaningful professional development opportunities in order to enhance their own abilities.
- Principal often prioritizes time to ensure it maximizes student learning or fails to seek feedback from various stakeholders on ways to insure priorities align with student learning.
- Principal somewhat encourages teacher leadership throughout the building as evident through occasional conversations with teaching staff.
- Principal occasionally provides leadership opportunities to teachers and staff wanting to take on such roles based on their abilities and effectiveness but fails to provide opportunities to celebrate in their successes.

Ineffective

- Principal participates in very few meaningful professional development opportunities in order to enhance their own abilities.
- Principal seldom prioritizes time to ensure it maximizes student learning and fails to seek feedback from various stakeholders on ways to insure priorities align with student learning.
- Principal does not make teacher leadership a priority throughout the building as evident by a lack of any substantial conversations with teaching staff.
- Principal does not provide leadership opportunities to teachers and staff members.

4. Leadership

Number of Competencies: 4

Domain Description:

4.2. Competency
Effective
Communication
with All
Stakeholders

Highly Effective

In addition to the Effective domain:

- Principal identifies and communicates with community members and others to ensure the need for additional resources (either fiscal or other areas) are made known and then secured in order to be available to teachers and students.
- Principal reflects on the effectiveness of their communication and systematically seeks feedback on communication techniques to maximize effectiveness.

Effective

- Principal clearly communicates expectations for all stakeholders in a manner that is easily understood.
- Principal ensures open-lines of communication are in place between teachers and parents/students to create better learning opportunities for all students.
- Principal has provided multiple means to communicate with various stakeholders the initiatives and activities occurring within the building such as responsible social media usage.
- Principal always chooses the most appropriate channel for communicating based on the situation at hand.

Improvement
Necessary

- Principal communicates expectations to most stakeholders in a manner that is easily understood.
- Principal partially ensures open-lines of communication are in place between teachers and parents/students to create better learning opportunities for all students.
- Principal has provided a few means to communicate with various stakeholders the initiatives and activities occurring within the building.
- Principal chooses the most appropriate channel for communicating based on the situation at hand most of the time.

Ineffective

- Principal fails to communicate expectations to stakeholders in a manner that is understood.
- Principal fails to examine whether open-lines of communication are in place between teachers and parents/students to create better learning opportunities for all students.
- Principal has provided a virtually no means to communicate with various stakeholders the initiatives and activities occurring within the building.
- Principal relies on only one method of communication and thus is not flexible when different situations arise.

4. Leadership

Number of Competencies: 4

Domain Description:

4.3. Competency
Setting High
Expectations
within School

Highly Effective

In addition to the Effective domain:

- Principal monitors the use of instructional time throughout the building and is innovative at creating additional time or enhanced opportunities for learning.
- Expectations within the building are established through input from various stakeholders and other high performing school systems.

Effective

- All stakeholders (Central Office Administration, Teachers, Staff, Parents, Students, etc.) view the principal as having a strong focus on student learning and actions taken within the building demonstrate this commitment.
- Principal ensures instructional time is maximized throughout the building to enhance student-learning outcomes by removing all distractions and holding teachers and students accountable.
- Principal empowers teachers to establish high expectations regarding academic and behavioral outcomes for each student and guides them in creating a system to track such effort.

Improvement
Necessary

- A majority of stakeholders view the principal as having a strong focus on student learning and actions taken within the building demonstrate this commitment.
- Principal tends to guard instructional time is throughout the building to enhance student-learning outcomes but does not remove all distractions or fails to hold teachers and students accountable.
- Principal does not have a system in place that has all teachers establishing high expectations regarding academic and behavioral outcomes for each student or fails to guide them in creating a system to track such effort.

Ineffective

- Many stakeholders do not view the principal as having a strong focus on student learning and actions taken within the building demonstrate this commitment.
- Principal fails to guard instructional time is throughout the building to as too many distractions occur and principal fails to hold teachers and students accountable for instructional time.
- Principal does not have a system in place and many teachers have not established high expectations regarding academic and behavioral outcomes for each student.

4. Leadership

Number of Competencies: 4

Domain Description:

4.4. Competency Professionalism

Highly Effective

In addition to the Effective domain:

- Principal addresses the school's problems and exceeds expectations in the creation and implementation of solutions.
- Principal implements a system that proactively and positively supports ethical behavior by teachers, staff, and students at all times.
- Principal has created channels of open dialogue to generate feedback on their leadership capacity and takes time to reflect and change when needed.

Effective

- Principal effectively manages fiscal resources in a manner to ensure that all teachers have the means necessary to effectively instruct their students.
- Principal provides appropriate levels of support to teachers and staff members when it is needed.
- Principal models ethical and respectful behavior at all times and expects teachers, staff, and students to display such behavior.
- All stakeholders view principal as a person who follows through on initiatives.

Improvement
Necessary

- Principal manages fiscal resources in a manner that ensures that most teachers have the means necessary to effectively instruct their students.
- Principal provides limited levels of support to teachers and staff members when it is needed.
- Principal models ethical and respectful behavior at all times but expectations for teachers, staff, and students to display such behavior have not been clearly articulated.
- A majority of stakeholders view principal as a person who follows through on initiatives.

Ineffective

- Principal effectively manages fiscal resources in a manner to ensure that all teachers have the means necessary to effectively instruct their students.
- Principal provides no support to teachers and staff members when it is needed.
- Principal fails to model ethical and respectful behavior.
- Many stakeholders do not view principal as a person who follows through on initiatives.

