LOUISIANA/LINCOLN PARISH LEADER

Performance Evaluation Rubric

Revised Sept. 2016

Domain I	School Vision
	All school visions should align with the district vision.
a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	• A vision for achievement describes high academic expectations for all students; the vision provides the picture of the school's future. Effective principals ensure that the vision is lived in practice, encouraging behaviors that support it and addresses behaviors that undermine it. • To develop the vision, leaders must enlist the support of all stakeholders. The process facilitates ownership and institutionalization of the vision and ensures that the vision includes multiple perspectives and lenses. • To realize the vision, leaders must put data driven school level goals into place; these goals describe how the school will reach the vision. Strategic school leaders adjust the school level goals to ensure they are driving improvements in achievement. School level goals should be set and managed by data gathered from multiple sources including student learning outcomes, needs assessments and observations of teacher practice. As the needs of the school change, the leader will have to work with stakeholders to identify school level goals and strategies that will foster student growth.

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

Ineffective 1	Effective: Emerging 2	Effective: Proficient 3	Highly Effective 4
1. Rarely maintains focus on **vision** or school **goals** – rarely refers to goals and does not identify how the goals align to the vision	1. Sets school-wide **goals** that are aligned to the school's **vision** and uses one or two sources of data; references goals and/ or vision in meetings/ planning sessions, but inconsistently connects them to the day-to-day work of the school	1. Uses **vision** and analysis of multiple types of data to set **goals**; references goals and/or **vision** in all meetings/ planning sessions and consistently connects them to the day-to-day work of the school	1. Uses **vision** and analysis of multiple forms of data to set **goals** and aligns all decisions to the school-wide goals and vision, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vision and goals; builds staff capacity to use the vision and goals to make instructional decisions
2. Rarely makes time to meet with families or **stakeholders**; openly disrespects or dismisses families or stakeholders; does not address staff or stakeholders who contradict the vision	2. Shares the school's vision for achievement with **stakeholders**; inconsistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations	2. Actively engages **stakeholders** in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; consistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations	2. Continuously creates two-way links between families and the school; actively engages **stakeholders** in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations
3. Does not align **school resources** accurately; does not maintain systems to support the school's learning goals	3. Aligns **resources** with a focus on materials, supplies and equipment; creates some systems using resources to further the school's learning goals	3. Aligns **resources**: time, human and, when appropriate, fiscal to create and uphold systems that further the school's learning goals; develops and implements systems that maximize instructional time by generating strategic schedules and calendars; confirms that staff have necessary materials, supplies, and equipment	3. Continually aligns **resources**: time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals; develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress; ensures that staff have necessary materials, supplies, and equipment
4. Refuses to follow **district guidelines**, initiatives, or vision	4. Disparages or contradicts **district guidelines**, initiatives, or vision	4. Supports **district guidelines** and initiatives and aligns school vision with district vision	4. Embraces **district guidelines** and initiatives and aligns school vision with district vision
5. Fails to monitor teachers' implementation of **district guidelines**, initiatives, and vision	5. Monitors teachers' implementation of **district guidelines**, initiatives, and vision but makes minimal attempts to redirect teachers	5. Ensures that teachers follow **district guidelines**, initiatives, and vision and successfully redirects most teachers as needed	5. Continually ensures teachers' following of **district guidelines**, initiatives, and vision and successfully redirects all teachers as needed.
5 attributes	5 attributes	5 attributes	5 attributes

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Component a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	
Examples of Evidence	• School vision and goals are shared with stakeholder groups • Written values and beliefs reflect high expectations for all students • Building-wide goals and vision are shared and widely known within the school community • Parents, staff and others are clear about academic expectations and homework guidelines • Students describe and demonstrate effective effort, behaviors and beliefs across classrooms • Academic work and homework guidelines are shared with parents, staff and others • Families are included and invested in the school community • Families are aware of learning expectations and strategies to support student learning outside the school day • Staff and fiscal resources are aligned with strategic priorities
Possible Evidence Specific to Lincoln Parish:	• Lincoln Parish Curriculum, Instruction, and Assessment (CIA) Guidelines • Leader is open and willing to try new things • School leaders support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board (Lincoln Parish-CIA, Powerful Instruction, NMSI, Eureka, etc.) • Powerful Instruction strategies • NMSI • Data from EOC, district benchmark tests, ACT, Work Keys, ELA and Math guidebook tasks, Eureka assessments • Parent newsletters, family engagement activities and meetings, school calendars, handbooks, Federal Programs spending aligned to school and district vision, teacher schedules, parent contact logs • Use of School Performance Score Spread Sheet to determine areas of need

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Domain II	School Culture
	School Culture should align with Lincoln Parish initiatives, policies, and guidelines.
a. Facilitates collaboration between teams of teachers b. Provides opportunities for professional growth and develops a pipeline of teacher leaders c. Creates and upholds systems which result in a safe and orderly school environment	• School culture is the context that allows for effective teaching and learning to take place. Culture is continuously reinforced by the school leader, teachers, and students through practices and actions that tell every stakeholder: this is how we do school here. Effective leaders establish cultures of achievement by maintaining a learning environment that is conducive to learning and safe for all students. • In a learning culture, teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement. School leaders ensure that teachers work in teams to examine student work that is rigorous and aligned with the Compass rubric. Professional growth is expected and leaders create meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.

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For each component, a leader must achieve 100% of the Lincoln Parish attributes (highlighted in gray) and the majority of the remaining attributes.

Component a. Facilitates collaboration between teams of teachers

Ineffective 1	Effective: Emerging 2	Effective: Proficient 3	Highly Effective 4

Makes minimal or unsuccessful attempts to ensure teacher collaboration.
 	
1. Schedule does not include time for teachers to **collaborate**
2. **Teacher collaboration meetings** are rarely focused on student work or on Louisiana Student Standards/Lincoln Parish-CIA Guidelines or instructional shifts
3. Rarely attempts to **monitor progress** of collaboration or to provide **feedback** on collaboration
4. Rarely attempts to support **successful change and improvement** efforts
5. Rarely involved in **learning environments**--classroom, professional development, grade-level collaborations, or district meetings.
	Attempts to ensure teacher collaboration is occurring.
	
	1. Schedule includes time for teachers to **collaborate**
	2. **Teacher collaboration** is sometimes focused on student work or on Louisiana Student Standards/ Lincoln Parish-CIA Guidelines or instructional shifts
	3. a. Attempts to **monitor progress** of collaboration meetings, but with uneven information and results
	   b. Attempts to provide **feedback** on collaboration but feedback is not actionable or connected to student learning
	4. Attempts to support **successful change and improvement** efforts
	5. Involved in some **learning environments**--classroom, professional development, grade-level collaborations, and district meetings
		Ensures regular routines for teacher collaboration are in place.
		
		1. Takes an active role in teacher **collaboration** meetings
		2. **Teacher collaboration** is focused on assessing Louisiana Student Standards /Lincoln Parish-CIA - level student work (e.g., classroom assignments, assessment results, student engagement)
		3. a. Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most **impact student achievement**
		   b. As a result of collaboration, identifies specific next steps for each teacher **and** follows up with frequent, actionable **feedback** to ensure improvement in teacher effectiveness
		4. Supports **successful change and improvement** efforts
		5. Actively involved in all **learning environments**—classroom, professional development, grade-level collaborations, and district meetings.
			In addition to the characteristics of "Proficient," has successfully built the capacity of teacher leaders to lead and facilitate collaboration.
			
			1. Ensures that **teacher collaboration** routines are closely integrated with the observation and feedback cycle **and** that teachers experience feedback received through observation and collaboration as part of a single process of development
			2. a. Identifies and builds the capacity of teachers to lead and facilitate the collaboration cycle by providing **feedback on meetings** while intermittently monitoring collaboration
			   b. Teachers demonstrate ownership of **collaboration process** by leading collaboration and by suggesting modifications or improvements to the collaboration cycle
			   c. Engages in a similar **collaboration cycle with the school leadership** team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and providing feedback on implementation
			3. There is clear evidence **of increased student achievement** as a result of teacher collaboration
			4. Supports and builds on **successful change and improvement** for individual school needs
			5. Develops a school-wide plan to enhance all **learning environments**-- classroom, professional development, grade-level collaborations, and district meetings.

5 attributes	6 attributes	6 attributes	7 attributes

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Component a. Facilitates collaboration between teams of teachers	
Examples of Evidence	• Review school schedule for evidence of professional learning communities and/or collaborative learning structures. • Teacher and teacher leader interviews for evidence of teacher and leader roles in facilitating collaboration, changes in practice and student outcomes that occur as a result of collaboration, etc. • Teachers review data regularly and teachers are aware of school and grade targets and progress toward those targets. • Review of collaboration outcomes and student performance data following collaboration time. • Observations or co-observations of collaborative meetings. • Observations of feedback conversations.
Possible Evidence Specific to Lincoln Parish:	• Assess student work using Louisiana Student Standards/Lincoln Parish-CIA Guidelines • Collaboration agendas, sign-in sheets • School-wide plan for enhancing the learning environment • Feedback and follow-up to teachers • Observation of leader role in all learning environments • Builds a system for school-wide collaboration • Teacher interviews

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For each component, a leader must achieve 100% of the Lincoln Parish attributes (highlighted in gray) and the majority of the remaining attributes.

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

Ineffective 1	Effective: Emerging 2	Effective: Proficient 3	Highly Effective 4
1. Rarely uses **data** to determine what development activities or instructional strategies will advance teacher effectiveness 2. Rarely provides **opportunities for professional growth** to improve teacher effectiveness and/or provides opportunities that are misaligned with teacher need 3. Does not maintain a pipeline of **teacher leaders** or identify potential teacher leaders 4. Does not make personal **professional growth** a priority	1. Uses anecdotal **data** gathered to determine what development activities or instructional strategies will best advance teacher effectiveness 2. Provides infrequent **opportunities for professional growth** to improve teacher effectiveness that attempt to align with teacher need 3. Identifies mid- and high-performing teachers and attempts to develop their leadership skills, but creates minimal opportunities for **teacher leaders** to support others in the school 4. Rarely attends professional development for **professional growth**	1. Uses **data** gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness 2. Improves teacher effectiveness by providing **opportunities for professional growth** and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly 3. Develops a pipeline of **teacher leaders** to provide additional support to teachers in the school by identifying mid- and high-performing teachers and developing their leadership skills and creating opportunities for them to take on additional responsibilities 4. Makes personal **professional growth** a priority and implements changes that positively affect teacher and student growth	1. Uses **data** gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness 2. Improves teacher effectiveness by providing **opportunities for professional growth** and on-going supports and provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly 3. Develops a pipeline of **teacher leaders** to provide additional support to teachers in the school by identifying mid- and high-performing teachers; developing their leadership skills and creating opportunities for them to take on additional responsibilities and creating a formal growth trajectory and plan for the teacher leaders 4. Makes personal **professional growth** a priority and implements successful changes that positively affect teacher and student growth 4
4 attributes	4 attributes	4 attributes	

Component b. Provides opportunities for professional growth and develops a pipeline of teacher leaders	
Examples of Evidence	• Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals • Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans • High percentage of teachers rated effective stay in the school • Teacher leaders, master teachers, and members of the leadership team have focused weekly discussions of student learning outcomes to target key instructional needs • Multiple staff members serve as instructional leaders in the school, and they lead effective teacher team meetings focused on student learning data and student work • Leadership team members conduct frequent observations and provide feedback to staff on instructional practices and handling of student conduct concerns with follow-up to track improvement • Leadership team members take part in regular walk-throughs to observe for the implementation of the Louisiana Student Standards curriculum
Possible Evidence Specific to Lincoln Parish:	• Documentation of attendance and redelivery from conferences, workshops, district professional development • Student data to support successful instructional changes • Documentation of how Teacher Leaders are used • Schedules and agendas of leadership team meetings to discuss school improvement (grade level, content teams, and other leadership team meetings) • Documentation of specific, actionable feedback to teachers after observations

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For each component, a leader must achieve 100% of the Lincoln Parish attributes (highlighted in gray) and the majority of the remaining attributes.

Component c. Creates and upholds systems which result in a safe and orderly school environment			
Ineffective 1	**Effective: Emerging 2**	**Effective: Proficient 3**	**Highly Effective 4**
1. Does not maintain a **learning environment** that is conducive to learning; does not ensure the physical safety of students 2. Rarely makes **expectations** for student or adult behavior explicit 3. Does not consistently implement **negative consequences** 4. Does not maintain a physically safe **environment** 5. Fails to implement a **school-wide discipline plan** that clearly follows the Lincoln Parish discipline guidelines 5 attributes	1. Confirms that **learning environment** is conducive to learning for most students; implements systems to ensure physical safety is maintained for all students 2. Develops some **expectations** for student and adult behavior based on the school values and beliefs; identifies negative consequences; 3. Develops systems to monitor consistent implementation of **negative consequences** 4. Confirms the physical **environment** is safe 5. Attempts to implement a **school-wide discipline plan** that clearly follows the Lincoln Parish discipline guidelines 5 attributes	1. Confirms the **learning environment** is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults 2. Develops clear **expectations** for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences 3. Develops systems to ensure every adult understands their role in implementing both positive and **negative consequences** and consequences are consistently implemented 4. Supervises facilities equipment management and maintenance and confirms the physical **environment** is safe 5. Implements a **school-wide discipline plan** that clearly follows the Lincoln Parish discipline guidelines 5 attributes	1. Confirms the **learning environment** is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders 2. Develops clear **expectations** for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences 3. Develops systems to ensure that every adult understands their role in implementing both positive and **negative consequences** and consequences are consistently implemented 4. Supervises facilities equipment management and maintenance to enhance learning and confirms the physical **environment** is safe 5. Implements a **school-wide discipline plan** that clearly follows the Lincoln Parish discipline guidelines and is continuously monitored and adjusted to meet student behavior needs 5 attributes

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Component c. Creates and upholds systems which result in a safe and orderly school environment	
Examples of Evidence	• Routines and procedures are in place, discussed, and implemented • School building is clean and safe – all basic facilities are in working order • Physical plant fosters major academic priorities/initiatives • Values and behaviors are referenced in daily school structures • A system of positive and negative behavior expectations are consistent (with age appropriate differentiation) across classrooms, grades and content areas • Written values and beliefs reflect high expectations for all students • School-wide code of conduct aligned with district and school priorities is in place • Code of conduct is consistently implemented across all classrooms • Support staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the achievement of school goals
Possible Evidence Specific to Lincoln Parish:	• Language creates and facilitates personal pride, purpose, and power • Interruptions to learning are minimal (i.e, intercom, notes between teachers, non-emergency discipline matters dealt with during non-core classes) • Appropriate positive conditions for learning are ever present • All stakeholders are valued and welcomed • School-wide discipline plan • WebPams discipline entries • Documentation of parent contact • Implementation of behavior plans for students struggling with classroom discipline plans • Implementation of behavior plans for SPED, 504, etc students • PBIS Plan • Handbooks • All applicable stakeholders are aware of and implementing accommodations, behavior plans, IEPs, IAPs, LEPs for identified students

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

For each component, a leader must achieve 100% of the Lincoln Parish attributes (highlighted in gray) and the majority of the remaining attributes.

Component a. Observes teachers and provides feedback on instruction regularly			
Ineffective 1	**Effective: Emerging 2**	**Effective: Proficient 3**	**Highly Effective 4**
Does not complete minimum expectations.	**Completes minimum expectations.**	**Engages in continuous conversation with teachers about student results on the Louisiana Student Standards/**Lincoln Parish-CIA **Guidelines and the teacher actions that will advance student learning even further, or successfully manages through staff.**	**In addition to the characteristics of "Proficient," ensures systems and structures are in place to support continuous teacher improvement or successfully manages through staff.**
1. Rarely uses the **Compass Teacher Rubric**	1. Using the **Compass Teacher Rubric**, completes minimum expected observations	1. Using the **Compass Teacher Rubric**, regularly observes instruction and gathers evidence of student achievement and teacher performance	1. Ensures that the observation and feedback cycle is integrated with teacher collaboration routines
2. Rarely completes **formal observations**	2. Ensures observers **rate observations** using the Compass Teacher Rubric	2. Ensures observers make written comments using the Compass Teacher Rubric to **rate observations**.	2. Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers
3. Rarely provides specific, actionable **feedback** to teachers	3. After each required observation, **shares ratings** and notes with teacher, including specific, actionable suggestions for improvement in more than 10 business days	3. Uses evidence gathered through **observations and walkthroughs** to deliver specific, actionable feedback to teachers, identifying concrete improvements to be made, based on the rubric within 10 business days	3. Collaborates with other teacher evaluators in the building to ensure consistent use of the Compass Teacher Rubric and to ensure evaluators are aligned in their feedback to teachers in fewer than 10 business days
4. Rarely completes **evaluations** and/or has unclear evaluation process in place	4. Ensures that new teachers receive additional **formative observations**	4. Follows up on **feedback** (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving	4. There is clear evidence of increased student achievement on Louisiana Student Standards/Lincoln Parish-CIA as a result of the observation and feedback process
5. Incomplete feedback in **CIS next steps, areas of strength, or areas needing improvement** based on Lincoln Parish Best Practices and CIA Guidelines	5. Provides generic feedback in CIS **next steps, areas of strength, and areas needing improvement** based on Lincoln Parish Best Practices and CIA Guidelines	5. Provides in CIS viable **next steps, areas of strength, and areas needing improvement** based on Lincoln Parish Best Practices and CIA Guidelines	5. Provides in CIS viable **next steps, areas of strength, and areas needing improvement** AND makes specific professional development suggestions for improvement based on Lincoln Parish Best Practices and CIA Guidelines
6. Little to no implementation of Lincoln Parish identified **Best Practices**	6. Implementation of Lincoln Parish identified **Best Practices**	6. Successful implementation of Lincoln Parish identified **Best Practices**	6. Documented student growth from implementation of Lincoln Parish identified **Best Practices**
7. Pattern of not **entering information** into CIS timely.	7. Inconsistently **entering information** into CIS timely.	7. **CIS is current** most of the time and deadlines for entry are met 7 attributes	7. System in place to ensure all **CIS information remains current.**
7 attributes	7 attributes		7 attributes

Component a. Observes teachers and provides feedback on instruction regularly	
Examples of Evidence	• Interviews with teachers who are able to articulate their strengths and areas for growth, the specific steps they are taking to improve, and the impact those steps will have on student outcomes. • Review the number of observations and quality of feedback in the Compass Information System. • Review observation feedback and compare to student outcome data. • Co-observations of teacher practice with the evaluator through frequent observations and/or walk-throughs. • Observation of evaluator feedback to teacher. Evaluator is providing frequent, actionable feedback to teachers identifying specific improvements that can be made on the rubric. Evaluator follows-up on feedback. • Review of tools the school uses to manage the observation schedule (online trackers, shared calendars, etc.). • Observation data is easily and regularly shared by and between evaluators • Observation of collaboration meetings • Review of collaboration meeting agendas, in conjunction with observation and walkthrough data
Possible Evidence Specific to Lincoln Parish:	• Observation of teachers' use of Lincoln Parish-CIA Guidelines identified best practices • Evidence of specific teacher feedback that includes how to improve instruction and student performance (not copied from rubric) • Evidence of interactive read alouds, purposeful talk, anchor charts, and genre study • Evidence of literacy stations – library, writing, teacher-led groups • Evidence of writing workshop – mini lesson, extended writing, conferencing • Evidence of math conceptual understanding, procedural skill, fluency, and application • Evidence of completed COMPASS observations, specific and actionable feedback, and evaluations.

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For each component, a leader must achieve 100% of the Lincoln Parish attributes (highlighted in gray) and the majority of the remaining attributes.

Component b. Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards/Lincoln Parish-CIA Guidelines

Ineffective 1	Effective: Emerging 2	Effective: Proficient 3	Highly Effective 4
1. Sets non-rigorous annual student **learning targets** ➢**Teacher SLTs/POPs** not monitored/adjusted for rigor	1. Sets annual student **learning targets** that aim for the academic growth of students ➢**Teacher SLTs/POPs** sometimes monitored/ adjusted for rigor	1. Sets annual student **learning targets** and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals ➢**Teacher SLTs/POPs** usually monitored/adjusted for rigor	1. Sets annual student **learning targets** and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals ➢**Teacher SLTs/POPs** always monitored/ adjusted for rigor
2. Rarely ensures teachers are using a **curriculum scope and sequence or assessments** that are Louisiana Student Standards/Lincoln Parish-CIA Guidelines aligned	2. Supports teachers' choice around strong curriculum materials; ensures teachers in core content areas are using a **curriculum scope and sequence and assessments** that are Louisiana Student Standards/Lincoln Parish-CIA Guidelines aligned	2. Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a **curriculum scope and sequence and assessments** that are Louisiana Student Standards/ Lincoln Parish-CIA Guidelines aligned	2. Develops teacher's skill set to choose strong curriculum materials; provides scaffolded development as needed and ensures all teachers are using a **curriculum scope and sequence and assessments** that are Louisiana Student Standards/Lincoln Parish-CIA Guidelines aligned
3. Rarely assesses the **implementation** of Louisiana Student Standards/Lincoln Parish-CIA Guidelines	3. Irregularly assesses the **implementation** of Louisiana Student Standards/Lincoln Parish-CIA Guidelines by reviewing student outcomes	3. Facilitates effective **implementation** of Louisiana Student Standards/Lincoln Parish-CIA Guidelines by regularly assessing instructional practices and student outcomes	3. Builds teacher capacity to effectively **implement** Louisiana Student Standards/ Lincoln Parish-CIA Guidelines by regularly assessing: instructional practices; student work; and student outcomes
4. Rarely ensures **instructional practices** that support the learning of all students	4. Ensures core content teachers make minor modifications to their **instructional practices** to support the learning of all students	4. Ensures teachers modify and differentiate **instructional practices** to support the learning of all students, based on student learning data	4. Ensures teachers modify and differentiate **instructional practices** to support the learning of all students, based on student learning data
5. Fails to provide **student-specific interventions (RTI)** for students failing to meet the standards	5. Occasionally provides **student-specific interventions (RTI)** for students failing to meet the standards	5. Provides with fidelity viable **student-specific interventions (RTI)** for students failing to meet the standards	5. Develops and implements a school-wide **intervention plan** that is consistently monitored and adjusted as needed
6. Rarely ensures teachers plan and teach from **Lincoln Parish-CIA** Guidelines	6. Some evidence of ensuring teachers plan and teach from **Lincoln Parish-CIA** Guidelines	6. Ensures teachers plan and teach from **Lincoln Parish-CIA** Guidelines	6. Ensures teachers plan and teach with rigor and fidelity from **Lincoln Parish-CIA**
7. Rarely ensures teachers clearly write/state **learning outcomes** in student-friendly language during lesson opening & closure	7. Some evidence of ensuring teachers clearly write/state **learning outcomes** in student-friendly language during lesson opening & closure	7. Ensures teachers clearly write/state **learning outcomes** in student-friendly language during lesson opening & closure	7. Students are able to answer, "What did I learn today?"
7 attributes	7 attributes	7	7 attributes

Examples of Evidence	• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track • Staff have a broad repertoire of instructional strategies that they reference in their lesson plans • Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards • Consistent practices are observable across multiple classrooms • Rigorous course content is accessible to all students
Possible Evidence Specific to Lincoln Parish:	• Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Louisiana Student Standards/Lincoln Parish-CIA Guidelines • RTI Plan • Teacher documentation of student-specific interventions • Interventionist (if applicable) documentation of student-specific interventions • Data on results of student-specific interventions • Evidence of monitoring and adjustment of school-wide intervention • Evidence of use of ELA and Math guidebook and assessments, Eureka Math and assessments, current science and social studies standards, and social studies scope and sequence • Evidence of differentiation in instruction • Lesson plans • Observations • Student discussions, conversations • Evidence of following district or state recommendations (i.e., Network Team, supervisors, Powerful Instruction)

For each component, a leader must achieve 100% of the Lincoln Parish attributes (highlighted in gray) and the majority of the remaining attributes.

Component c. Ensures teachers use assessments reflective of Louisiana Student Standards/Lincoln Parish-CIA Guidelines

Ineffective 1	Effective: Emerging 2	Effective: Proficient 3	Highly Effective 4
1. Rarely selects assessments or curricular materials **aligned to the Louisiana Student Standards/Lincoln Parish-CIA** Guidelines; does not analyze student performance 2. Assessments are not aligned to the **Lincoln Parish-CIA Guidelines** or mirror the rigor of state assessments 2 attributes	1. Selects assessments **aligned to the Louisiana Student Standards/ Lincoln Parish-CIA** Guidelines and analyzes student performance on assessments to identify areas for instructional improvement 2. Some assessments are aligned to the **Lincoln Parish-CIA Guidelines** and mirror the rigor of state assessments 2 attributes	1. Supports the selection of assessments and curricular materials **aligned to the Louisiana Student Standards/Lincoln Parish-CIA** Guidelines and analyzes student performance on assessments to identify student learning gaps, determine interventions, and areas for instructional improvement 2. Ensures that assessments are aligned to the **Lincoln Parish-CIA Guidelines** and mirror the rigor of state assessments 2 attributes	1. School leader and administrative team support and develops staff, ability to select assessments and curricular materials **aligned to the Louisiana Student Standards/Lincoln Parish-CIA Guidelines** and builds staff capacity to analyze student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement 2. Ensures that assessments are aligned to the **Lincoln Parish-CIA Guidelines** and mirror the rigor of state assessments and is a leader in the development of standards-based grading and common assessments 2
Examples of Evidence	• Continuous data review process is in place to confirm that students learned taught material • Multiple analyses of student performance data are examined to support informed decision making • Differentiated classroom activities based on students' reading or achievement levels are present in every classroom • Disaggregated student data informs instruction • Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress		
Possible Evidence Specific to Lincoln Parish:	• Assessments reflect alignment with Louisiana Student Standards/Lincoln Parish-CIA Guidelines • Analysis of teacher-created and selected assessments • Use of checklist for assessment review • Evidence of standard-based grading (i.e., use of proficiency scales, standards-based report cards) • Evidence of common assessments developed by grade and subject		

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