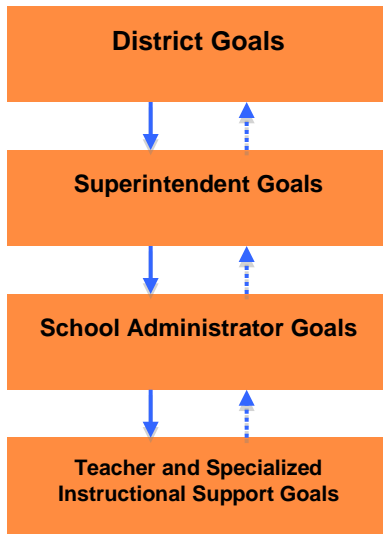


Teachers and Specialized Instructional Support: Educator Evaluation and Improvement Planning

Planning for Success: Advancing Our Current Planning Practices to Achieve Our Vision of Success

Educator Evaluation Connects District and School Plans to the Classroom

The Educator Evaluation System is the process that links each classroom to the district and school vision for success. From the Superintendent, to School Administrators, to teachers and specialized instructional support...all individual and team goals stem from the district's goals and work to support their achievement. In return, Educator Evaluation feedback, ratings, and progress toward goals—including District Determined Measures—provide important data that inform district and school planning. The Educator Evaluation System creates coherence in planning across the district and provides critical leverage for achieving plans—from the Superintendent's Cabinet to the Instructional Leadership Team to the classroom.



Achieving the Vision through Backwards Design

The District Plan articulates the district vision, strategy for achieving it, and planned outcomes for students—the district's SMART goals. The district backward designs its work from these outcomes, using the District Plan to drive goal setting for School Improvement Plans, educator evaluation, the district budget, technology, and grant and resource allocation. All educators—administrators, teachers, and specialized instructional support personnel—have the opportunity to play an indispensable role in this design process by setting student learning and professional practice goals that develop their practice and capacity, as individuals and teams, to support the district and school strategy for success.

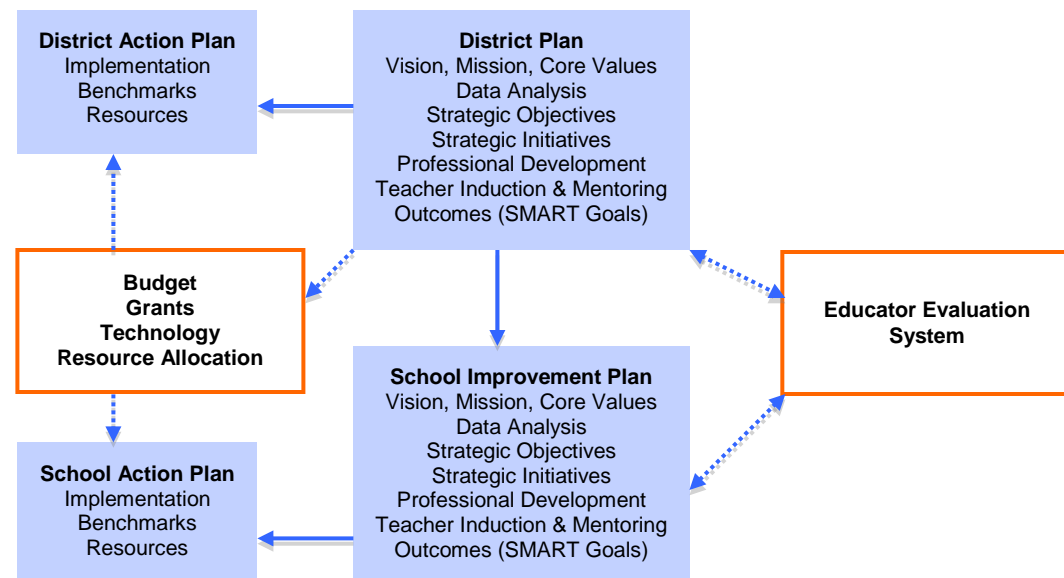
The District Plan: Connecting Existing District Systems to Create Coherence

School Improvement Plan Components

1. Mission, Vision, Core Values
2. Data Analysis and Theory of Action
3. Strategic Objectives and Initiatives, including:
 - a. Professional development
 - b. Teacher induction and mentoring activities
4. Outcomes

School Action Plan Components

1. Implementation Benchmarks
2. Resources



Educator Evaluation Expectations for Teachers and Specialized Instructional Support: School Improvement Planning

*What are the behaviors related to school improvement planning identified in the Educator Evaluation rubric?
What are the practices of effective schools in relation to school improvement planning?*

Educator Evaluation rubrics identify planning-related behaviors in the areas of goal setting and decision making for teachers and specialized instructional support personnel. The tables below present these indicators and the planning-related characteristics of effective schools as defined by the *Conditions for School Effectiveness*. The *Conditions for School Effectiveness* is a research-based framework used by the Department of Elementary and Secondary Education in evaluating schools. Citations are included for all indicators.

How Proficient Teachers and Specialists Support School Improvement Planning (Educator Evaluation Rubric)

- ☑ Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data (IV-A-2).
- ☑ Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level (IV-D-1).

District and School Planning Mirrors the Classroom

Creating and monitoring district and school plans mirrors the planning process identified for teachers and support specialists by the Educator Evaluation System. Like rigorous units (I-A-3) and well-structured lessons (I-A-4), district and school plans must be designed to achieve measurable outcomes, and specify the objectives and strategies for achieving them.

District and school administrators must determine the data they will use to measure progress towards outcomes, adjust practice and the plan, and identify other strategies and interventions, as teachers and instructional support specialists do (I-B-1, I-B-2). District and school plans are dynamic, living documents, to be monitored and revised.

School Plan Components	What Effective Schools Look Like (Conditions for School Effectiveness)
Mission, Vision, Core Values	<ul style="list-style-type: none"> ☑ The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals. (II) ☑ The principal acts strategically and purposefully in pursuit of a clear educational mission, while empowering others to do the same (II, Focus on Learning) ☑ Staff can state the school's mission, understand the school's improvement goals, and demonstrate a sense of ownership for both (II, Effective Planning)
Data Analysis, Theory of Action	<ul style="list-style-type: none"> ☑ School leadership uses data and current research to drive decisions and measure progress toward school goals, and encourages staff to do so as well (II, Effective Decision-Making) ☑ The school jointly analyzes student performance data with families, community partners, and other constituent groups (X, Communication) ☑ Leaders use a variety of data to inform decisions related to budget, time on learning/scheduling, staffing/human resources, materials, and the physical plant. (XI, Strategic Use of Resources)
Strategic Objectives, Strategic Initiatives	<ul style="list-style-type: none"> ☑ The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice (II, Effective Planning) ☑ The Instructional Leadership Team designs a coordinated PD plan that aligns with standards for school performance and student achievement as well as district and school priorities (VII, PD Plan/System) ☑ School leadership uses the school improvement plan to guide how time, personnel, funds, and other resources will be used to achieve the school's mission (II, Effective Decision-Making) ☑ Leaders ensure that students, families, and community partners understand the school's improvement plan and learning goals; leaders strategically leverage family and community resources in service of these goals (X, Strategic Relationships)
Outcomes	<ul style="list-style-type: none"> ☑ The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) sets actionable and measurable goals that target improvement (II, Effective Planning)