



# Aspire Charter Academy Educator Evaluation Plan

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## Summary

At National Heritage Academies (NHA), our college readiness goal is that 90% of students who have been with us for three or more years meet or exceed the college readiness thresholds in both Math and Reading. We know that employee performance plays an integral role in ensuring we achieve this goal, and performance evaluations are a formal opportunity to provide meaningful feedback to employees to foster high performance. The annual performance evaluation is just one component of a larger process that occurs throughout the year to facilitate conversation around clear expectations for performance and fosters continuous development. As applicable, this process includes:

- Lesson plan review
- Student assessment data review
- Progress toward school goals
- Ongoing walkthrough classroom observations
- Full lesson observations (at least two per year)
- Mid-year self-assessment
- Feedback from parents, students, teachers, and other stakeholders, such as the school board and charter authorizer
- One-on-one (O3) coaching conversations around continual improvement
- Professional development goal setting and progress monitoring (including professional development plans)
- Performance calibrations
- Annual performance evaluation

The evaluation plan is posted on the school website to ensure clarity and transparency.

## Observations

All teachers will be observed throughout the school year to inform their formal evaluations. Ongoing walkthrough observations as well as two full lesson observations lasting no less than 30 minutes each, will be performed throughout the year. Each observation, both walkthrough and full, will be followed by a meeting for the evaluator to provide feedback. These meetings focus on areas of strength and opportunities for growth and provide an intentional opportunity to analyze progress, set future goals, discuss strategies to accomplish goals, and identify ways to celebrate goal accomplishments.

## Employee Evaluations

All NHA employees, certificated and non-certificated (including principals, deans, teachers, instructional support staff, and non-instructional support staff) receive an annual performance evaluation. Each employee is evaluated using the appropriate NHA-developed performance rubric. The competencies, indicators, and performance measures specific to each rubric for certificated positions are provided in the appendix. Rubrics are mapped based on primary positions. Evaluations are cumulative, so all available observation data and performance information will be used to inform the annual evaluation. The annual evaluation requires a formal evaluation conference, during which the evaluator will discuss the employee's performance and explore goals for the future. These meetings will occur prior to the last day of the school year. Employees with performance concerns may receive a formal corrective action plan that outlines specific areas of growth and methods to achieve necessary growth. Both observations and the annual evaluation are used to inform professional development goals. Evaluation data is also used to inform compensation, retention, promotion, corrective action plans, and termination.

## Summative Ratings

All employees will receive a summative rating on their annual performance evaluation. This rating will be reported to the state for all certificated employees following each school year. NHA evaluation rubrics contain four performance levels: Exemplary, Effective, Developing, and Ineffective. Summative ratings will be determined as follows:

## PRINCIPALS

### 1. Principal Success Factors (50%)

- School Culture
  - Build Trust
  - Manage Conflict
  - Gain Commitment
  - Embrace Accountability
  - Focus on Results
- Teaching and Learning
  - Monitor & Support Effective Instructional Strategy
  - Monitor & Support Effective Teaching Practice
  - Monitor & Support Effective Assessment of Student Learning
  - Monitor & Support Systematic Intervention
- Staff Development
  - Hiring and Placement
  - Mentoring Dean Leadership
  - Teacher Leadership Development
  - Teacher Professional Development
  - Office Staff Development
- Operations and Systems
  - School Improvement Planning
  - Monitoring Improvement Progress
  - Organization & Use of Time
  - Use of Resources
  - Positive Impact on Student Enrollment
- Leadership
  - Learning Mindset
  - Initiative and Focus
  - Self-Awareness
  - Stakeholder Engagement
- Positive Impact on Student Learning
  - Positive Impact on Student Learning

### 2. Professional Accountabilities (50%)

- Dependability
- Core Values
- Communication
- Teamwork
- Professional Development

## DEANS

### 1. Lead Instructional Excellence (50%)

- Key Practice 1
  - Master and Model
- Key Practice 2
  - Team Culture
  - Staff Leadership
  - Relational Leader
  - Culture of Feedback
- Key Practice 3
  - Coaching Environment
  - Coaching Approach
  - Feedback
  - Reflection and Goal Setting

- Key Practice 4
  - School Improvement Process
  - Teacher Development
- Key Practice 5
  - Drive Instruction and Student Growth
  - Professional Development
- Key Practice 6
  - NHA and School Systems and Procedures
- Positive Impact on Student Learning
  - Positive Impact on Student Learning

## **2. Professional Accountabilities (50%)**

- Dependability
- Core Values
- Communication
- Teamwork
- Professional Development

## **TEACHERS**

### **1. Classroom Framework (50%)**

- Classroom Culture
  - Build Positive Relationships
  - Create an Environment of Learning
  - Establish Behavioral Expectations and Exemplify Moral Focus
- Planning
  - Engage in Long-Term Planning
  - Prepare for Each Lesson
  - Manage Instructional Time
- Teaching
  - Build a Community of Learning
  - Ensure Rigor and Access
  - Engage Students in Learning
  - Advance Student Thinking
- Assessing
  - Administer Assessments
  - Analyze Data
  - Plan Response to Data
  - Implement Response to Data
- Positive Impact on Student Learning
  - Positive Impact on Student Learning

### **2. Professional Accountabilities (50%)**

- Dependability
- Core Values
- Communication
- Teamwork
- Professional Development

APPENDIX A: NHA PRINCIPAL EVALUATION RUBRIC

PRINCIPAL SUCCESS FACTORS

		Description	Ineffective	Developing	Effective	Exemplary
<div>SCHOOL CULTURE</div> <div>Understands the principal's role as the key driver of cultural change, establishing a foundation of an authentic relational community of staff, students, and parents, collaboratively adopting a cultural identity based on a clear vision and mission of high achievement and college readiness for all students, while messaging the mindset, values, and commitments of excellence. Focus is maintained by seeking to continually grow the inclusivity and reach of the school culture and the norms of behavior which govern it.</div>	Build Trust	The principal leads a school community that is an emotionally safe place where members assume the best about each other; quickly acknowledge when their own words or actions may have been harmful; openly acknowledge personal weaknesses and mistakes; and freely request, accept, and give meaningful feedback.	<ul style="list-style-type: none"><li>The school community conceals weaknesses and mistakes; they talk negatively about others in private; they quickly jump to negative conclusions about others; they hold grudges and bring up past wrongs; and they avoid spending time together.</li></ul>	<ul style="list-style-type: none"><li>Some members of the school community practice openness; minor differences are able to be resolved quickly; most individuals mind their own business; meetings are civil; and feedback is accepted by some but rarely offered.</li></ul>	<ul style="list-style-type: none"><li>School community members routinely do what they say they will do; school leaders acknowledge and own failures when they occur; important issues are addressed; and feedback is accepted and at times requested.</li></ul>	<ul style="list-style-type: none"><li>The school community is an emotionally safe place where members assume the best about each other; they quickly acknowledge when their own words or actions may have been harmful; they openly acknowledge personal weaknesses and mistakes; and feedback is freely requested, accepted, and given.</li></ul>
	Manage Conflict	The principal leads a school community where members engage in discussions that are genuine and unguarded, quickly surface and promptly address difficult issues, and freely express divergent opinions to create a superior outcome.	<ul style="list-style-type: none"><li>School leaders ignore difficult topics; meetings are boring; teams within the school community do not appreciate or tap into the expertise of others; and personal agendas are allowed to thrive and prevent productive collaboration.</li></ul>	<ul style="list-style-type: none"><li>School community members prioritize personal protection over collaborative success; conflicting ideas are acknowledged and owned but remain unresolved; and opinions of others are occasionally solicited.</li></ul>	<ul style="list-style-type: none"><li>School community members address conflict when necessary; solutions are reached by adopting one of the competing views; and divergent opinions are acknowledged.</li></ul>	<ul style="list-style-type: none"><li>The school community engages in discussions that are genuine and unguarded; difficult issues are surfaced quickly and addressed promptly; and divergent opinions are freely expressed and are used to create a superior outcome.</li></ul>
	Gain Commitment	The principal leads a school community where teams know how they and their colleagues contribute to the mission of the school, take personal ownership for achieving school goals, eagerly support school-wide initiatives irrespective of initial disagreement, and make sure all decisions are grounded in the desire to increase success for all students.	<ul style="list-style-type: none"><li>The school community debates topics without arriving at viable solutions; community members doubt that all students can achieve at high levels; direction and goals are ambiguous; and confidence is low.</li></ul>	<ul style="list-style-type: none"><li>School leadership advocates for the success of all students despite some doubt of achievability; individuals and teams commit to their own goals; teams have goals that don't align with those of other teams; and school-wide initiatives are rarely supported.</li></ul>	<ul style="list-style-type: none"><li>The school community has short-term and long-term goals that are clear and actionable; individual and team goals connect with overall school goals; school-wide initiatives are supported after an explanation is provided; and all student subgroups show learning gains.</li></ul>	<ul style="list-style-type: none"><li>Each team within the school community knows how they and their colleagues contribute to the mission of the school; each team takes personal ownership for achieving school goals; school-wide initiatives are eagerly supported irrespective of initial disagreement; and all decisions are grounded in the desire to increase success for all students.</li></ul>
	Embrace Accountability	The principal leads a school community where members do not want to let each other down; unproductive behaviors and actions are called out; Moral Focus virtues guide actions; silos and individualistic priorities are absent; and all members seek feedback and invite critique of their plans, approaches, and outcomes.	<ul style="list-style-type: none"><li>The school community blames others for poor performance; Moral Focus virtues are unknown; behavior standards are variable and enforced inconsistently; deadlines are rarely met; and accountability is seen as solely the principal's responsibility.</li></ul>	<ul style="list-style-type: none"><li>Some teams within the school community own their performance; Moral Focus virtues are displayed throughout the school but not consistently followed; some behavior standards are consistently enforced; deadlines are sometimes met; and accountability is shared among the leadership team.</li></ul>	<ul style="list-style-type: none"><li>The whole school community owns the performance of the school; deadlines are regularly met; most members of the school community exhibit a growth mindset; and Moral Focus virtues are consistently enforced, modeled, and communicated to students and staff.</li></ul>	<ul style="list-style-type: none"><li>School community members do not want to let each other down; unproductive behaviors and actions are called out; Moral Focus virtues guide actions; silos and individualistic priorities are absent; and all members seek feedback and invite critique of their plans, approaches, and outcomes.</li></ul>
	Focus on Results	The principal leads a school community where teams willingly make sacrifices of time, money, and personnel to contribute to better results; morale is affected negatively when results are not achieved; and team members are slow to seek personal credit but quick to praise others.	<ul style="list-style-type: none"><li>The school community rarely develops goals; teams are protective of turf and resources; acceptance of non-performance is common; and individual achievement is gained at the expense of others.</li></ul>	<ul style="list-style-type: none"><li>Teams within the school community establish goals and priorities without regard to common needs; and results-driven team members are rarely retained.</li></ul>	<ul style="list-style-type: none"><li>Teams within the school community collaborate to align goals and priorities; results-driven team members are recruited and retained; and celebration of accomplishments is common and motivating.</li></ul>	<ul style="list-style-type: none"><li>Teams within the school community willingly make sacrifices of time, money, and personnel to contribute to better results; morale is affected negatively when results are not achieved; and team members are slow to seek personal credit but quick to praise others.</li></ul>

NHA PRINCIPAL EVALUATION RUBRIC

		Description	Ineffective	Developing	Effective	Exemplary
<div>TEACHING AND LEARNING</div> <div>Ensures implementation of rigorous curricula and assessments tied to both state and college readiness standards.</div> <div>Ensures implementation of high quality, effective instructional planning, classroom instructional strategies, and administration and use of assessments of student learning to drive increases in student achievement.</div> <div>Monitors multiple forms of student level data to assess and improve the quality and impact of the school wide intervention program.</div>	Monitor & Support Effective Instructional Planning	The principal builds the capacity of the staff to implement exemplary level planning practice in analyzing standards, integrating effective instructional components, and planning differentiated instructional learning opportunities for all students.	<ul style="list-style-type: none"><li>Directly or indirectly allows staff to practice poor instructional planning, a majority of teachers planning does not reflect an understanding of learning standards, alignment of instructional components, effective pacing or differentiation of instructional plans based on student's needs.</li></ul>	<ul style="list-style-type: none"><li>Is fluent in the instructional planning standards of the classroom framework of instructional practice.</li><li>Supports teacher implementation of analyzing standards, aligning key instructional activities, carrying out effective pacing and differentiating instruction.</li></ul>	<ul style="list-style-type: none"><li>Leads staff improvement in professional understanding of instructional planning quality and effectiveness.</li><li>Regularly monitors and responds to the learning needs of teachers to improve planning and provides necessary supports.</li><li>A large majority of teachers demonstrate a clear understanding of the role and components of effective planning.</li></ul>	<ul style="list-style-type: none"><li>Builds the capacity of the staff to implement exemplary level planning practice in analyzing standards, integrating effective instructional components and planning differentiated instructional learning opportunities for all students.</li></ul>
	Monitor & Support Effective Teaching Practice	The principal builds the capacity of the entire staff to effectively implement a variety of rigorous strategies and pedagogical methods that reliably meet student needs and drive college ready learning for all students.	<ul style="list-style-type: none"><li>Rarely monitors quality of instructional practice in the classroom.</li><li>Does not demonstrate fluency in quality instructional teaching practices of rigor, engagement, use of time and personalized instruction.</li></ul>	<ul style="list-style-type: none"><li>Is fluent in the instructional teaching standards of the classroom framework of instructional practice.</li><li>Provides staff limited leadership in the improved implementation of the key instructional teaching practice standards.</li><li>Provides staff limited support in the use of the key instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation.</li></ul>	<ul style="list-style-type: none"><li>Regularly monitors and supports staff in effectively implementing the rigorous strategies and pedagogical methods of the classroom framework of instructional practice to meet individual student needs and drive student learning; adapts instruction and assessments to ensure that all students master content.</li></ul>	<ul style="list-style-type: none"><li>Builds the capacity of the entire staff to effectively implement a variety of rigorous strategies and pedagogical methods that reliably meet student needs and drive college ready learning for all students.</li></ul>
	Monitor & Support Effective Assessment of Student Learning	The principal leads a culture of data driven improvement across all levels of the school utilizing systems for consistent monitoring of multiple sources of quantitative and qualitative data to appropriately identify student outcome trends, prioritize needs, and drive continuous improvement.	<ul style="list-style-type: none"><li>Does not demonstrate a fluency in teacher assessment strategies of administration, analysis or feedback.</li><li>Does not communicate expectations on and/or is unaware of staff effective use of data in classroom instruction.</li><li>Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs.</li></ul>	<ul style="list-style-type: none"><li>Is fluent in the key school-wide data measures and sets goals and progress reports based on current results.</li><li>Communicates a clear understanding and urgency of the effective use of assessment and data to staff.</li><li>Monitors and trains teachers in the improved implementation of the key assessment practices of the classroom framework of instruction.</li></ul>	<ul style="list-style-type: none"><li>Demonstrates an ongoing awareness of the key measures of school function and progress, setting goals, communicating progress and prioritize needs for improvement.</li><li>Leads a building wide focus on the effective use of data in instruction, with staff using multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs.</li><li>Creates system for consistent data monitoring and uses data to inform continuous improvement.</li></ul>	<ul style="list-style-type: none"><li>Leads a culture of data driven improvement at the school-wide, hall and classroom levels.</li><li>Uses multiple sources of quantitative and qualitative data to assess and monitor instruction.</li><li>Creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement.</li></ul>
	Monitor & Support Systematic Intervention	The principal supports a school-wide intervention team that effectively meets the learning support needs of all at-risk students through the use of data to monitor program effectiveness, intentional revision of student plans to ensure desired progress, and continuous program improvement to close the achievement gap for all student sub-groups.	<ul style="list-style-type: none"><li>Does not demonstrate an understanding of the key components of systematic intervention or awareness of the program's quality or impact on student learning.</li><li>Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.</li></ul>	<ul style="list-style-type: none"><li>Provides limited time and support in ensuring the needs of the school's systematic intervention program are being meet.</li><li>The school's program monitoring and support is delegated.</li><li>Demonstrates some understanding of level and supports being provided for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>Monitors and engages in intervention staff's analysis and disaggregation of student-specific data to determine appropriate differentiations and interventions for at-risk students.</li><li>Uses data to monitor updates to student intervention plans and program improvement strategies of sub-groups not making progress.</li><li>School-wide intervention demonstrates a significant impact on the learning success of at-risk students.</li></ul>	<ul style="list-style-type: none"><li>Works regularly with the intervention team to use data to monitor systematic intervention program's effectiveness and continuously improves its impact on closing the achievement gap for all student sub-groups.</li><li>Supports a school-wide intervention team that is effectively meeting the learning support needs of all at-risk students.</li><li>Makes frequent updates to the intervention plan for students or sub groups not making progress.</li></ul>



NHA PRINCIPAL EVALUATION RUBRIC

		Description	Ineffective	Developing	Effective	Exemplary
<div>STAFF DEVELOPMENT</div> <div>Recruits, hires, assigns, and retains effective staff. Increases staff effectiveness through professional learning structures. Oversees completion of rigorous evaluations of staff for continuous improvement and accountability for results. Trains, develops, and supports a high performing instructional leadership team.</div>	Hiring and Placement	The principal strategically recruits, hires, places, and retains effective staff based on their skills, strengths, and qualifications in order to intentionally meet the specific needs of the students in the school.	<ul style="list-style-type: none"><li>Ineffectively utilizes Service Center resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process.</li><li>Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact.</li></ul>	<ul style="list-style-type: none"><li>Utilizes Service Center resources to identify high quality recruits; drafts basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes.</li><li>Places teachers in grade level and content areas based on qualifications.</li></ul>	<ul style="list-style-type: none"><li>Identifies recruits within and beyond NHA for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes.</li><li>Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness.</li></ul>	<ul style="list-style-type: none"><li>Identifies multiple pipelines within and beyond the schools for high quality recruits; engages in implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; builds the capacity of staff to participate in selection, hiring, and induction processes.</li><li>Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers.</li></ul>
	Mentoring Dean Leadership	The principal serves as a highly impactful mentor of dean coaching practice and effectiveness, and he/she owns implementing a vision of dean formation, instructional leadership, and reliability to improve teacher instructional quality.	<ul style="list-style-type: none"><li>Delegates tasks, assignments and responsibilities to deans without significant monitoring or support.</li></ul>	<ul style="list-style-type: none"><li>Provides regular feedback on dean performance and provides ongoing direction to deans for increased leadership effectiveness.</li></ul>	<ul style="list-style-type: none"><li>Observes deans regularly in dean-teacher O3s and classroom observations, providing targeted feedback and direction on dean instructional leadership impact on teacher practice.</li><li>Collaboratively designs efficient systems that distributes tasks among the leadership team and keeps deans focused on instructional leadership</li></ul>	<ul style="list-style-type: none"><li>Serves as a highly impactful mentor of dean coaching practice and effectiveness, owning and implementing a vision of dean formation, instructional leadership and reliability in improving teacher instructional quality.</li></ul>
	Teacher Leadership Development	The principal establishes an effective school leadership team that is relentlessly focused on student learning, and that intentionally includes highly effective teachers who are purposefully mentored, supported, encouraged, challenged, and developed to achieve their leadership potential.	<ul style="list-style-type: none"><li>Rarely provides teacher leadership opportunities.</li><li>School leadership team does not function, or has ineffective or misaligned staff serving; rarely provides support to the leadership team.</li></ul>	<ul style="list-style-type: none"><li>Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults.</li><li>Defines the role of the school leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team.</li></ul>	<ul style="list-style-type: none"><li>Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members.</li><li>Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations.</li></ul>	<ul style="list-style-type: none"><li>Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential.</li><li>Establishes an effective school leadership team with a relentless focus on student learning; selects highly effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations.</li></ul>
	Teacher Professional Development	The principal develops and implements a system for professional learning opportunities, coaching, evaluation, and progress monitoring that tailors support to each individual teacher's learning style and specific growth needs.	<ul style="list-style-type: none"><li>Does not lead or provide regular or appropriate learning opportunities for teachers.</li></ul>	<ul style="list-style-type: none"><li>Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers.</li></ul>	<ul style="list-style-type: none"><li>Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; ensures effective evaluation of teachers to identify growth opportunities; supports struggling teachers through targeted improvement plans.</li></ul>	<ul style="list-style-type: none"><li>Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers learning styles and growth needs; monitors struggling teachers through targeted improvement plans.</li></ul>
	Office Staff Development	The principal intentionally supports and develops the office staff by conducting consistent one-on-ones, communicating clear direction, listening to feedback, addressing concerns or roadblocks, and prioritizing parent engagement and student enrollment.	<ul style="list-style-type: none"><li>Delegates management of office staff to deans or rarely meets one-on-one with them; lacks interest in office staff responsibilities, challenges, or priorities; expects office staff to prioritize other tasks above parent engagement and student enrollment.</li></ul>	<ul style="list-style-type: none"><li>Meets occasionally with office staff one-on-one; has baseline understanding of office staff responsibilities, challenges, or priorities; provides minimal support or development; struggles to communicate clear expectations and priorities regarding tasks, including parent engagement and student enrollment.</li></ul>	<ul style="list-style-type: none"><li>Regularly meets one-on-one with office staff; generally understands office staff responsibilities, challenges, and priorities; provides generalized support and development; communicates clear expectations and priorities regarding tasks, including parent engagement and student enrollment; includes office staff in communications about initiatives that impact families.</li></ul>	<ul style="list-style-type: none"><li>Prioritizes weekly one-on-ones with office staff; clearly understands office staff responsibilities, challenges, and priorities and actively works to support needs; provides individualized development and coaching; ensures two-way communication to ensure clear expectations and priorities regarding tasks, including parent engagement and student enrollment; proactively includes office staff in meetings or communications about initiatives that impact families; considers input from office staff when making enrollment decisions.</li></ul>



NHA PRINCIPAL EVALUATION RUBRIC

		Description	Ineffective	Developing	Effective	Exemplary
<div>OPERATIONS &amp; SYSTEMS</div> <div>Identifies school wide priorities, sets ambitious student learning goals and implements an aligned school improvement plan. Organizes school time to support all student learning and staff development priorities. Allocates resources to align with the strategic plan. Positively impacts student enrollment.</div>	School Improvement Planning	The principal creates a school culture that engages all staff members in setting school priorities and goals based on school vision, student learning data, and student attendance data; and builds capacity of staff to use disaggregated data to establish clear, short term action steps that define and guide change efforts toward goals.	<ul style="list-style-type: none"><li>Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets.</li></ul>	<ul style="list-style-type: none"><li>Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms</li><li>Develops rudimentary action plans to identify change process steps to achieve goals.</li></ul>	<ul style="list-style-type: none"><li>Sets school priorities and goals based on school vision, student learning data, and student attendance data; engages staff in developing grade level targets using disaggregated data.</li><li>Strategically develops, maintains and follows through on a time bound action plan that drives change toward goals.</li></ul>	<ul style="list-style-type: none"><li>Engages all staff in setting school priorities and goals based on school vision, student learning data, and student attendance data; builds the capacity of staff to establish grade level targets using disaggregated data</li><li>Creates a school culture of action planning based on clear, short term action steps that define and guide change efforts toward goals.</li></ul>
	Monitoring Improvement Progress	The principal builds capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review academic progress, and supports staff ownership of and accountability for monitoring progress toward student learning goals.	<ul style="list-style-type: none"><li>Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies.</li></ul>	<ul style="list-style-type: none"><li>Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals.</li></ul>	<ul style="list-style-type: none"><li>Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data.</li></ul>	<ul style="list-style-type: none"><li>Supports staff ownership of and accountability for monitoring progress toward student learning goals.</li><li>Builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed.</li></ul>
	Organization & Use of Time	The principal strategically plans his/her own daily and weekly priorities and schedules to align with school-wide priorities and builds in time to reflect on his/her own practice to identify areas for growth.	<ul style="list-style-type: none"><li>Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities.</li></ul>	<ul style="list-style-type: none"><li>Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others.</li></ul>	<ul style="list-style-type: none"><li>Sets own daily schedule to address instructional leadership priorities that support the ongoing development of teacher quality, review of data and other school-wide priorities; builds in time to reflect on their own practice.</li></ul>	<ul style="list-style-type: none"><li>Strategically plans own weekly and daily priorities and schedules that reflects school-wide priorities; builds in time to reflect on their own practice to identify areas for growth</li></ul>
	Use of Resources	The principal creatively leverages and maximizes all available resources, and he/she actively pursues additional resources that align to strategic priorities.	<ul style="list-style-type: none"><li>Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources.</li></ul>	<ul style="list-style-type: none"><li>Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals.</li></ul>	<ul style="list-style-type: none"><li>Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps.</li></ul>	<ul style="list-style-type: none"><li>Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities.</li></ul>
	Positive Impact on Student Enrollment	The principal positively impacts student enrollment by achieving maximum enrollment and cultivating an enrollment mindset at the school.	<ul style="list-style-type: none"><li>Achieves student enrollment below enrollment goal.</li><li>Invests little or no effort to understand enrollment plan, support enrollment events and initiatives, leverage enrollment data to drive decision making, consider organizational risk or follow critical requirements when making enrollment decisions, collaborate with office staff and NHA marketing teams to support enrollment, engage existing families to minimize attrition, or connect with new families to welcome them to the school.</li></ul>	<ul style="list-style-type: none"><li>Achieves student enrollment near or at enrollment goal.</li><li>Understands plan to achieve full enrollment but inconsistently attends/supports, enrollment events and initiatives, infrequently utilizes enrollment data to drive decision making, considers organizational risk secondary to school needs and regularly makes situation-based enrollment decisions rather than following critical requirements, intermittently collaborates with office staff and NHA marketing teams to support enrollment, inconsistently engages with existing families to minimize attrition, and defers responsibility for connecting with new families to deans, teachers, or office staff.</li></ul>	<ul style="list-style-type: none"><li>Achieves student enrollment goal.</li><li>Takes ownership for enrollment plan; frequently attends, supports, and promotes enrollment events and initiatives; regularly uses enrollment data to drive decision making; follows critical enrollment requirements; collaborates with office staff and NHA marketing teams to support enrollment and address any questions, deviations, or complicated enrollment situations; intentionally engages with existing families to minimize attrition; and personally connects with new families to welcome them to the school.</li></ul>	<ul style="list-style-type: none"><li>Consistently achieves and maintains enrollment in line with the NHA standard enrollment model (not to exceed charter goals or board limits).</li><li>Takes full ownership for enrollment plan; creatively and strategically addresses barriers to maximize enrollment; attends, supports, and promotes enrollment events and initiatives and encourages all staff members to do the same; frequently utilizes enrollment data to drive decision making; follows all critical enrollment requirements; intentionally partners with office staff and NHA marketing teams to consistently implement best practices that support enrollment and proactively address complicated enrollment situations; maintains an open-door policy, addresses parent questions or concerns within 24-48 hours, and purposefully engages all existing families throughout the year to minimize attrition; and prioritizes engagement with new families by personally reaching out to welcome them to the school within a few days of enrollment.</li></ul>

INEFFECTIVE: Below expected performance level    DEVELOPING: Approaching expected performance level  
EFFECTIVE: Meets expected performance level    EXEMPLARY: Model to other staff and shares knowledge

NHA PRINCIPAL EVALUATION RUBRIC

		Description	Ineffective	Developing	Effective	Exemplary
<div>LEADERSHIP</div> <div>Demonstrates self awareness, reflection, ongoing learning, and resiliency in the service of school wide continuous improvement. Constructively manages change with the ultimate goal of improving student achievement.</div>	Learning Mindset	The principal builds the capacity of staff to embrace, support, and adapt to changes that are in the best interest of students, proactively manages reactions to change by facilitating opportunities to openly discuss change initiatives, and capitalizes on forward moving momentum to effectively implement change.	<ul style="list-style-type: none"><li>Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change.</li></ul>	<ul style="list-style-type: none"><li>Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff.</li></ul>	<ul style="list-style-type: none"><li>Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum.</li></ul>	<ul style="list-style-type: none"><li>Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.</li></ul>
	Initiative and Focus	The principal builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement, actively identifies and remains focused on solutions when faced with set-backs, and capitalizes on challenges as opportunities to grow and develop both him/herself and the staff.	<ul style="list-style-type: none"><li>Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation.</li></ul>	<ul style="list-style-type: none"><li>Maintains personal belief in the potential for improving student achievement but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise.</li></ul>	<ul style="list-style-type: none"><li>Persistently maintains staff's focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges.</li></ul>	<ul style="list-style-type: none"><li>Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff.</li></ul>
	Self-Awareness	The principal models and builds the capacity of staff to constantly seek feedback on their own practice, engage in regular self-reflection and self-development, accept personal responsibility for mistakes and use them as learning opportunities, and appropriately adapt their practice when needed.	<ul style="list-style-type: none"><li>Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes.</li></ul>	<ul style="list-style-type: none"><li>Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes.</li></ul>	<ul style="list-style-type: none"><li>Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes.</li></ul>	<ul style="list-style-type: none"><li>Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities.</li></ul>
	Stakeholder Engagement	The principal creates a welcoming environment, implements effective two-way communication structures with all stakeholders (including school board, staff, parents, and students), strategically focuses conversations on school goals and values, and builds the capacity of staff to openly engage in crucial conversations where the message is tailored to the intended audience.	<ul style="list-style-type: none"><li>Creates an environment where parents are discouraged from actively participating in the school community.</li><li>Invests little or no effort to establish a productive relationship with their school board; comes unprepared to school board meetings; rarely explains school data, school programs, or important school initiatives to their school board; resists collaborating with their board representative.</li><li>Rarely engages all stakeholders in meaningful conversations about the school; rarely communicates the school's goals with all stakeholders; rarely supports development of communication skills among staff.</li></ul>	<ul style="list-style-type: none"><li>Creates an environment where parents aren't encouraged to actively participate in the school community.</li><li>Inconsistently works to establish a productive relationship with their school board; comes underprepared to school board meetings; struggles to effectively explain school data, school programs, or important school initiatives to their school board; inconsistently collaborates with their board representative.</li><li>Creates systems to share information with all stakeholders; hosts conversations with all stakeholders about school goals; supports staff in developing their communication skills.</li></ul>	<ul style="list-style-type: none"><li>Creates an environment where parents are encouraged to participate in the school community and hosts a few events throughout the year to cultivate parent involvement.</li><li>Effectively works to establish and maintain a productive relationship with their school board; comes prepared to school board meetings; accurately and effectively explains school data, school programs, or important school initiatives to their school board; regularly collaborates with their board representative.</li><li>Conducts and supports effective two-way communication with all stakeholders; strategically engages all stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience.</li></ul>	<ul style="list-style-type: none"><li>Creates a welcoming environment where parents want to participate in the school community and hosts monthly events to foster active parent involvement.</li><li>Cultivates a positive relationship with each individual school board member; comes well prepared to school board meetings and proactively addresses potential questions or concerns before they arise; thoroughly shares school data, school programs, or important school initiatives during school board meetings and purposefully connects school board members to the school community between meetings; forges an intentional partnership with their board representative.</li><li>Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience.</li></ul>

NHA PRINCIPAL EVALUATION RUBRIC

Positive Impact on Student Learning				
Description	Ineffective	Developing	Effective	Exemplary
<b>POSITIVE IMPACT ON STUDENT LEARNING:</b> The principal has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.	<ul style="list-style-type: none"><li>Does not achieve expected results on student academic growth measures.</li><li>Does not achieve expected progress toward student growth goals.</li><li>Does not know or understand assessment expectations or requirements and fails to analyze and link decision-making with data.</li></ul>	<ul style="list-style-type: none"><li>Makes progress toward expected performance on student academic growth measures.</li><li>Makes progress toward student growth goals.</li><li>Shares student assessment results with stakeholders.</li></ul>	<ul style="list-style-type: none"><li>Achieves expected performance on student academic growth measures.</li><li>Makes satisfactory progress toward student growth goals.</li><li>Understands and communicates assessment expectations to stakeholders.</li><li>Collaboratively analyzes data with staff and links decision-making with data.</li><li>Develops plans with instructional staff to share student assessment results with all stakeholders to improve student learning results.</li></ul>	<ul style="list-style-type: none"><li>Exceeds expected performance in student academic growth measures.</li><li>Exceeds expected progress toward student growth goals.</li><li>Incorporates multiple sources of student assessment data in collaborative analysis amongst staff that results in increased school improvement.</li><li>Shares student assessment results consistently with all stakeholders to improve student learning results.</li></ul>

# NHA PRINCIPAL EVALUATION RUBRIC

Professional Accountabilities: Principal embodies expectations of professional accountabilities through dependability, core values, communication, teamwork, and professional development.				
Description	Ineffective	Developing	Effective	Exemplary
<b>DEPENDABILITY</b> The principal can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"><li>Has an unacceptable attendance record.</li><li>Cannot be counted on by stakeholders or teammates to deliver on job requirements.</li><li>Does not exhibit a “sees a need, fills a need” behavior.</li></ul>	<ul style="list-style-type: none"><li>Has an inconsistent attendance record.</li><li>Inconsistently follows through on job requirements.</li><li>Does not consistently exhibit a “sees a need, fills a need” behavior.</li></ul>	<ul style="list-style-type: none"><li>Fulfills all aspects of current position with limited supervision.</li><li>Can be counted on by teammates and stakeholders to deliver on responsibilities that meets expectations in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>Takes initiative by demonstrating a “sees a need, fills a need” behavior.</li><li>Positively influences others to exceed their job responsibilities.</li><li>Delivers quality work within tight timelines or constraints.</li></ul>
<b>CORE VALUES</b> The principal demonstrates a commitment to NHA’s core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	<ul style="list-style-type: none"><li>Does not make decisions that were founded in NHA’s core values.</li><li>Behavior and/or words do not align to NHA’s core values.</li></ul>	<ul style="list-style-type: none"><li>Behavior is at times at odds with NHA’s core values.</li><li>Speaks to core values, but actions do not always align to NHA’s core value expectations.</li></ul>	<ul style="list-style-type: none"><li>Consistently makes decisions found in NHA’s core values.</li><li>Communications and actions reflect a clear understanding and belief of NHA’s core values at all times.</li></ul>	<ul style="list-style-type: none"><li>Serves as a model for how NHA’s core values should be lived out.</li><li>Acts as a cheerleader for others to embrace NHA’s core values.</li></ul>
<b>COMMUNICATION</b> The principal communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	<ul style="list-style-type: none"><li>Communication does not employ the appropriate medium, message, tone, or timing.</li><li>Does not consider the needs of others to ensure effective communication.</li><li>Does not communicate information that will impact staff, parents, and leaders.</li><li>Does not listen to the point of view of others.</li></ul>	<ul style="list-style-type: none"><li>Attempts at communication do not always employ the appropriate medium, message, tone, or timing.</li><li>Attempts to consider the needs of others to ensure effective communication.</li><li>Does not always communicate information that will impact staff, parents and leaders.</li><li>At times, does not listen well or allow others to share ideas or viewpoints.</li></ul>	<ul style="list-style-type: none"><li>Communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing.</li><li>Intentionally considers the needs of others to ensure effective communication.</li><li>Communicates information to staff, parents, and leaders that impacts them.</li><li>Listens well and allows others to share ideas and viewpoints.</li></ul>	<ul style="list-style-type: none"><li>Strategically communicates to ensure clarity and consistency of messaging.</li><li>Seeks to develop strong team performance through communication.</li><li>Proactively engages all stakeholders.</li></ul>
<b>TEAMWORK</b> The principal works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"><li>Exhibits a negative influence in the workplace as reported by stakeholders.</li><li>Undermines the effectiveness of others.</li><li>Seeks to work in isolation rather than collaborating with co-workers to support students.</li><li>Does not positively contribute to the success of the team or school.</li></ul>	<ul style="list-style-type: none"><li>Occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team.</li><li>Seeks the input from others in the spirit of growth and to better support students, including co-workers with more experience.</li><li>Does not consistently create a positive impact in the workplace.</li></ul>	<ul style="list-style-type: none"><li>Establishes and monitors team standards.</li><li>Acts in best interest of the team’s mission and goals.</li><li>Provides informal leadership through words, actions, and work product.</li><li>Actively seeks input from others in the spirit of growth and to better support students, including co-workers or other professionals with more experience, alternate perspectives, or specialized expertise.</li><li>Utilizes support of the Service Center and reinforces this support as a collaborative team effort.</li></ul>	<ul style="list-style-type: none"><li>Exemplifies a “team player” attitude.</li><li>Empowers and guides the implementation of a high functioning, collaborative team.</li><li>Collaborates with administration to support school-wide improvement.</li><li>Integrates the school with the community and develops strategic partnerships.</li></ul>

NHA PRINCIPAL EVALUATION RUBRIC

Professional Accountabilities (continued)				
Description	Ineffective	Developing	Effective	Exemplary
<b>PROFESSIONAL DEVELOPMENT</b> The principal continually strives to improve their practice by exhibiting a growth mindset, engaging in regular professional self reflection, implementing a professional growth plan, and participating in meaningful learning opportunities.	<ul style="list-style-type: none"><li>Does not exhibit a growth mindset or engage in professional self-reflection.</li><li>Has not created a professional growth plan to guide their development.</li><li>Is resistant to or does not participate in required or recommended learning opportunities.</li></ul>	<ul style="list-style-type: none"><li>Expresses the desire to grow and engages in self-reflection when prompted to do so to identify strengths as well as opportunities for continued development to improve leadership practice.</li><li>Has professional growth goals but does not use them to guide development.</li><li>Engages in provided learning opportunities to develop knowledge and skills to be effective in their role.</li></ul>	<ul style="list-style-type: none"><li>Exhibits a growth mindset and engages in regular self-reflection to identify strengths as well as opportunities for continued development to improve leadership practice.</li><li>Implements a professional growth plan to ensure professional development aligns with learning needs.</li><li>Regularly engages in meaningful learning opportunities, independently and with others, to develop knowledge and skills to be effective in their role.</li></ul>	<ul style="list-style-type: none"><li>Serves as a mentor to co-workers by embodying a growth mindset and encouraging regular self-reflection and collaboration to elevate effectiveness in their role.</li><li>Implements a professional growth plan and regularly revisits it to ensure current learning needs guide professional development.</li><li>Regularly seeks out meaningful learning opportunities and shares knowledge and skill gained with co-workers.</li></ul>

# APPENDIX B: NHA DEAN EVALUATION RUBRIC

## LEAD INSTRUCTIONAL EXCELLENCE

		Description	Ineffective	Developing	Effective	Exemplary						
<b>Lead Instructional Excellence</b> Key Practice 1	Master and Model	<b>The Dean demonstrates mastery of and is able to guide staff through effective modeling of the practices of the Classroom Framework of Instructional Practice.</b>	<ul style="list-style-type: none"><li>Is unable to articulate the four competencies and the key indicators of the Classroom Framework.</li><li>Does not model the practices of the Classroom Framework.</li><li>Demonstrates an understanding or models practices of the Classroom Framework rubric at an Ineffective level.</li></ul>	<ul style="list-style-type: none"><li>Articulates the four competencies and the key indicators of the Classroom Framework.</li><li>Demonstrates an understanding and models the Classroom Framework competencies at a developing level.</li></ul>	<ul style="list-style-type: none"><li>Consistently demonstrates an understanding and models the Classroom Framework competencies at an effective level.</li></ul>	<ul style="list-style-type: none"><li>Supports and contributes to the understanding and effective implementation of the Classroom Framework in others throughout the building.</li><li>Develops the capacity of others across the NHA network to implement the Classroom Framework competencies.</li></ul>						
<b>Lead Instructional Excellence</b> Key Practice 2												
							Team Culture	<b>The Dean establishes and maintains a culture of high care balanced with high expectations.</b>	<ul style="list-style-type: none"><li>Social norms are vague and/or not clearly communicated and/or are disconnected from Moral Focus virtues.</li><li>Team goals remain undefined and/or are unaligned to identified team needs.</li><li>Takes a “hands off” approach to leadership.</li></ul>	<ul style="list-style-type: none"><li>Establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams.</li><li>Develops high expectations based on Moral Focus virtues.</li><li>Identifies team goals to promote growth of the group.</li></ul>	<ul style="list-style-type: none"><li>Fosters positive interpersonal relationships among staff by maintaining open and effective lines of communication.</li><li>Establishes and maintains a culture of high moral expectations.</li><li>Develops team goals to promote positive growth of the team amongst all members.</li></ul>	<ul style="list-style-type: none"><li>Empowers staff in problem solving, conflict resolution, and consensus building.</li><li>Empowers staff to monitor and adjust practice to successfully meet team goals.</li><li>Empowers staff to monitor and adjust practice to meet high moral expectations.</li></ul>
	Relational Leader	<b>The Dean builds relationships with and among staff that promotes a positive and proactive environment built on trust.</b>	<ul style="list-style-type: none"><li>Inconsistently responds to situations and others.</li><li>Shows favoritism.</li><li>Demonstrates a “command and control” leadership style.</li><li>Neglects to appreciate or recognize others.</li></ul>	<ul style="list-style-type: none"><li>Fosters relationships through the sharing of appropriate personal information.</li><li>Builds trust through consistency.</li><li>Proactively builds culture.</li><li>Appreciates, recognizes, and rewards staff.</li></ul>	<ul style="list-style-type: none"><li>Develops, fosters, and consistently models an emotional connection by building knowledge of, and responding to personal aspects of individual staff members’ lives.</li><li>Facilitates and calendarizes school-wide appreciation and recognition.</li><li>Resolves issues appropriately.</li></ul>	<ul style="list-style-type: none"><li>Invests individually in each staff member’s success.</li><li>Connects all members of the team by facilitating staff in building knowledge of and responding to personal aspects of one another’s lives.</li><li>Proactively responds to potential obstacles that could negatively impact culture.</li></ul>						
Culture of Feedback							<b>The Dean seeks, values, and acts upon feedback from various stakeholders (including parents, students, and fellow staff members).</b>	<ul style="list-style-type: none"><li>Feedback is not solicited.</li><li>Struggles to receive feedback as a growth opportunity.</li><li>Does not personally exhibit a growth mindset or foster a growth mindset in others.</li></ul>	<ul style="list-style-type: none"><li>Solicits anonymous feedback.</li><li>Solicits feedback during each O3.</li><li>Models a growth mindset.</li></ul>	<ul style="list-style-type: none"><li>Solicits feedback from various stakeholders, including staff, parents, students, and fellow administrative team members.</li><li>Receives planned and intentional feedback from staff when solicited.</li><li>Reflects on feedback and adjusts practice.</li></ul>	<ul style="list-style-type: none"><li>Fosters open and transparent feedback with all stakeholders, including amongst all members of the staff (teachers-dean, dean-teacher, teacher-teacher).</li></ul>	



NHA DEAN EVALUATION RUBRIC

		Description	Ineffective	Developing	Effective	Exemplary
<div>Lead Instructional Excellence</div> <div>Key Practice 3</div> <div>Deans coach teachers toward instructional mastery.</div>	Coaching Environment	The Dean establishes a positive environment that supports effective coaching.	<ul style="list-style-type: none"><li>Fails to prioritize and make coaching purposeful and intentional.</li><li>Frequently dominates the content of the coaching conversation.</li></ul>	<ul style="list-style-type: none"><li>Establishes clear purpose and expectations for coaching.</li><li>Listens to teachers and collects information.</li></ul>	<ul style="list-style-type: none"><li>Utilizes O3s to build a strong relationship with direct reports, in order to have open discussions about performance.</li><li>Differentiates the amount, frequency, and purpose of observations.</li><li>Paraphrases, reiterates, and summarizes the information offered by direct reports.</li><li>Collects and analyzes a variety of evidence to inform coaching.</li></ul>	<ul style="list-style-type: none"><li>Asks probing, open-ended questions during coaching conversations to understand accurately, and listens intently to gain full understanding.</li><li>Intentionally collaborates with colleagues to hone coaching skills.</li><li>Serves as a model in effective teacher development practices across the NHA network.</li></ul>
	Coaching Approach	The Dean applies differentiated coaching methods to ensure staff growth.	<ul style="list-style-type: none"><li>Unable to articulate coaching approaches and/or the coaching models.</li><li>Coaching practices do not drive on-going staff development.</li></ul>	<ul style="list-style-type: none"><li>Plans coaching conversations in advance.</li><li>Asks instructional practice-focused questions.</li><li>Provides directive suggestions when appropriate.</li><li>Understands the differences between reflective and directive coaching approaches.</li><li>Understands reflective and directive coaching models (i.e., GROW model, 5-step cycle).</li></ul>	<ul style="list-style-type: none"><li>Asks planned questions that prompt meaningful conversation and learning.</li><li>Identifies and applies situationally appropriate coaching approach (reflective, directive).</li><li>Fluently coaches utilizing reflective and directive coaching models selected (i.e., GROW model, 5-step cycle).</li><li>Holds direct reports accountable to growth goals.</li></ul>	<ul style="list-style-type: none"><li>Internalizes the coaching process and appropriately adapts and differentiates to staff members' needs.</li><li>Differentiates coaching based on direct report's needs.</li><li>Seamlessly alternates between directive and reflective coaching during a coaching conversation.</li><li>Feedback is seamlessly embedded within coaching.</li></ul>
	Feedback	The Dean provides timely and ongoing feedback to drive positive change in staff practice.	<ul style="list-style-type: none"><li>Neglects to or ineffectively plans, crafts, or provides feedback.</li></ul>	<ul style="list-style-type: none"><li>Provides timely affirming and adjusting feedback.</li><li>Planned and concisely delivered feedback identifies the action and the direct outcome.</li></ul>	<ul style="list-style-type: none"><li>Gives frequent feedback aligned to goals, expectations, and data and addresses performance issues.</li><li>Leverages (monitors, holds accountable, follows up) feedback to drive a change in practice.</li></ul>	<ul style="list-style-type: none"><li>Challenges teachers to utilize the performance expectations as a tool to self-assess their own learning and professional development.</li><li>Consistently adjusts personal practice based on teacher performance against expectations.</li></ul>
	Reflection and Goal Setting	The Dean facilitates staff reflection and goal setting, and coaches teachers toward instructional mastery.	<ul style="list-style-type: none"><li>Neglects goal-setting portion of coaching, or goals do not drive ongoing staff development.</li></ul>	<ul style="list-style-type: none"><li>Develops measurable and time-based growth goals with each direct report.</li><li>Identifies each direct reports' individual needs (i.e., state of mind, personality, learning style).</li><li>Uses a targeted goal to plan conversations.</li></ul>	<ul style="list-style-type: none"><li>Facilitates staff's reflection and examination of instruction to improve personal practice.</li><li>Empowers staff to actively seek support in personal needs, and drives discussion before and after coaching.</li><li>Regularly discusses direct reports' progress toward fulfilling growth goals and revises based on a calendarized process.</li><li>Breaks a goal into achievable, scaffolded, learning targets.</li></ul>	<ul style="list-style-type: none"><li>Uses a variety of data to facilitate staff's reflection and examination of instruction to improve personal practice and measures progress towards goals.</li><li>Partners with direct reports to individually adapt goals as each direct report grows and develops based on evidence.</li></ul>



NHA DEAN EVALUATION RUBRIC

		Description	Ineffective	Developing	Effective	Exemplary
<b>Lead Instructional Excellence</b> Key Practice 4  Deans manage and hold teachers accountable to college readiness through teacher development (e.g., observations, full lesson observations, evaluations, goal setting, O3s, and coaching).	School Improvement Process	The Dean supports and maintains school wide improvement through ongoing coaching and staff development.	<ul style="list-style-type: none"><li>Performance expectations are not clearly developed and/ or communicated.</li><li>Systems and/or procedures are not clearly defined.</li></ul>	<ul style="list-style-type: none"><li>Collaborates with the administrative team in establishing school-wide goals founded in a consistent vision.</li><li>Establishes consistent expectations for instructional practice and college readiness goals that lead to student achievement.</li></ul>	<ul style="list-style-type: none"><li>Facilitates and monitors a team-based instructional improvement process aimed at achieving identified goals.</li><li>Connects performance expectations to school goals/vision by referencing them often.</li><li>Anticipates staff needs and works proactively to ensure systems are adjusted and resources are obtained to meet those needs.</li><li>Established systems function interdependently.</li></ul>	<ul style="list-style-type: none"><li>Holds each direct report accountable to the expectations for individual contribution toward the attainment of school-wide goals.</li></ul>
	Teacher Development	The Dean manages and holds staff accountable to college readiness.	<ul style="list-style-type: none"><li>Inconsistently implements the common NHA practices of teacher development.</li><li>Miscommunicates or fails to communicate expectations.</li><li>Neglects to document evidence in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>Procedurally implements all common NHA practices of teacher development within specified time frames.</li><li>Documents specific behaviors and actions, based on evidence.</li></ul>	<ul style="list-style-type: none"><li>Analyzes all data collected to support teacher growth.</li><li>Utilizes data collected to drive professional development decisions and provide targeted support.</li></ul>	<ul style="list-style-type: none"><li>Supports administrative team with communication, organization and planning, and works to develop the team further.</li><li>Supports and contributes to the development of peers across NHA.</li></ul>
<b>Lead Instructional Excellence</b> Key Practice 5  Deans routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure all student needs are met.	Drive Instruction and Student Growth	The Dean routinely analyzes student, class, and wing data to drive instruction and student growth to ensure that all student needs are met.	<ul style="list-style-type: none"><li>Misinterprets data.</li><li>Identifies goals not supported by the data.</li><li>Provides inconsistent monitoring and/or support of staff data analysis.</li><li>Communication regarding student progress is minimal and/or ineffective.</li></ul>	<ul style="list-style-type: none"><li>Inconsistently analyzes data.</li><li>Identifies goal areas that promote high levels of achievement.</li><li>Facilitates staff's use of assessment data to design and adapt instruction.</li><li>Monitors and supports staff adjustments to practice based on subsets of student needs.</li><li>Communicates student progress to stakeholders.</li></ul>	<ul style="list-style-type: none"><li>Demonstrates ongoing data analysis.</li><li>Monitors progress toward established goals.</li><li>Supports staff in a structured, ongoing cycle of data collection and analysis of progress toward established goals.</li><li>Leads staff's use of assessment data to continually design and adapt instruction.</li><li>Monitors, supports and holds staff accountable to adjustments in practice based on all student needs.</li></ul>	<ul style="list-style-type: none"><li>Designs a systematic approach to collect and analyze multiple points of data on student progress toward attaining established goals.</li><li>Ensures staff synthesizes multiple sources of data to make informed decisions.</li></ul>
	Professional Development	The Dean ensures that staff professional development is ongoing and is based on relevant data.	<ul style="list-style-type: none"><li>Neglects to plan, deliver and/or monitor staff development.</li><li>Makes professional development decisions independent of data.</li></ul>	<ul style="list-style-type: none"><li>Gathers and analyzes data to inform professional development aligned with the school improvement process.</li></ul>	<ul style="list-style-type: none"><li>Provides ongoing learning opportunities that facilitate staff learning in how to collect, analyze, interpret, and use data to impact student achievement.</li><li>Develops a cohesive year-long professional development plan driven by staff and student data (academic and behavioral).</li></ul>	<ul style="list-style-type: none"><li>Monitors the effectiveness of the professional development plan using data to determine if professional development activities meet the intended objectives.</li><li>Differentiates and adjusts professional development offerings based on staff and student data (academic and behavioral).</li></ul>
<b>Lead Instructional Excellence</b> Key Practice 6  Deans promote, model, and reinforce all NHA and school procedures (e.g., SBS, BWC, Moral Focus, and Attendance).	NHA and School Systems and Procedures	The Dean understands, supports, and sustains the implementation of systems and procedures.	<ul style="list-style-type: none"><li>Unable to articulate essential NHA and/or school systems.</li><li>Disregards NHA and/or school systems.</li><li>Undermines NHA and/or school procedures through decisions, words, and/or actions.</li></ul>	<ul style="list-style-type: none"><li>Identifies and articulates NHA and school system and procedure expectations.</li><li>Positively promotes and advocates for implementation of NHA and school systems and procedures to stakeholders.</li><li>Collaborates with the administrative team to develop school systems and procedures, as supported by research, data, and best practices.</li></ul>	<ul style="list-style-type: none"><li>Models NHA and school systems and procedures.</li><li>Ensures effective implementation of NHA and school systems and procedures by stakeholders.</li><li>Provides feedback to reinforce positive implementation and holds each team member accountable to NHA and school systems and procedures.</li></ul>	<ul style="list-style-type: none"><li>Analyzes and reflects on the implementation of NHA and school systems and procedures for effectiveness.</li><li>Differentiates implementation of NHA systems and procedures (within the parameters of intent) based on research, data, and best practice.</li><li>Facilitates a positive implementation of NHA and school systems and procedures across the organization.</li></ul>

# NHA DEAN EVALUATION RUBRIC

Positive Impact on Student Learning				
Description	Ineffective	Developing	Effective	Exemplary
<b>POSITIVE IMPACT ON STUDENT LEARNING:</b> The dean has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.	<ul style="list-style-type: none"><li>•Does not achieve expected results on student academic growth measures.</li><li>•Does not achieve expected progress toward student growth goals.</li><li>•Does not know or understand assessment expectations or requirements and fails to analyze and link decision-making with data.</li></ul>	<ul style="list-style-type: none"><li>•Makes progress toward expected performance on student academic growth measures.</li><li>•Makes progress toward student growth goals.</li><li>•Shares student assessment results with stakeholders.</li></ul>	<ul style="list-style-type: none"><li>•Achieves expected performance on student academic growth measures.</li><li>•Makes satisfactory progress toward student growth goals</li><li>•Understands and communicates assessment expectations to stakeholders.</li><li>•Collaboratively analyzes data with staff and links decision-making with data.</li><li>•Develops plans with instructional staff to share student assessment results with all stakeholders to improve student learning results.</li></ul>	<ul style="list-style-type: none"><li>•Exceeds expected performance on student academic growth measures.</li><li>•Exceeds expected progress toward student growth goals.</li><li>• Incorporates multiple sources of student assessment data in collaborative analysis amongst staff that results in increased school improvement.</li><li>• Shares student assessment results consistently with all stakeholders to improve student learning results.</li></ul>

Professional Accountabilities: Dean embodies expectations of professional accountabilities through dependability, core values, communication, teamwork, and professional development.				
Description	Ineffective	Developing	Effective	Exemplary
<b>DEPENDABILITY</b> The dean can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"><li>• Has an unacceptable attendance record.</li><li>• Cannot be counted on by stakeholders or teammates to deliver on job requirements.</li><li>• Does not exhibit a “sees a need, fills a need” behavior.</li></ul>	<ul style="list-style-type: none"><li>• Has an inconsistent attendance record.</li><li>• Inconsistently follows through on job requirements.</li><li>• Does not consistently exhibit a “sees a need, fills a need” behavior.</li></ul>	<ul style="list-style-type: none"><li>• Fulfills all aspects of current position with limited supervision.</li><li>• Can be counted on by teammates and stakeholders to deliver on responsibilities that meets expectations in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>• Takes initiative by demonstrating a “sees a need, fills a need” behavior.</li><li>• Positively influences others to exceed their job responsibilities.</li><li>• Delivers quality work within tight timelines or constraints.</li></ul>
<b>CORE VALUES</b> The dean demonstrates a commitment to NHA’s core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	<ul style="list-style-type: none"><li>• Does not make decisions that were founded in NHA’s core values.</li><li>• Behavior and/or words do not align to NHA’s core values.</li></ul>	<ul style="list-style-type: none"><li>• Behavior is at times at odds with NHA’s core values.</li><li>• Speaks to core values, but actions do not always align to NHA’s core value expectations.</li></ul>	<ul style="list-style-type: none"><li>• Consistently makes decisions found in NHA’s core values.</li><li>• Communications and actions reflect a clear understanding and belief of NHA’s core values at all times.</li></ul>	<ul style="list-style-type: none"><li>• Serves as a model for how NHA's core values should be lived out.</li><li>• Acts as a cheerleader for others to embrace NHA’s core values.</li></ul>
<b>COMMUNICATION</b> The dean communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	<ul style="list-style-type: none"><li>• Communication does not employ the appropriate medium, message, tone, or timing.</li><li>• Does not consider the needs of others to ensure effective communication.</li><li>• Does not communicate information that will impact staff, parents, and leaders.</li><li>• Does not listen to the point of view of others.</li></ul>	<ul style="list-style-type: none"><li>• Attempts at communication do not always employ the appropriate medium, message, tone, or timing.</li><li>• Attempts to consider the needs of others to ensure effective communication.</li><li>• Does not always communicate information that will impact staff, parents and leaders.</li><li>• At times, does not listen well or allow others to share ideas or viewpoints.</li></ul>	<ul style="list-style-type: none"><li>• Communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing.</li><li>• Intentionally considers the needs of others to ensure effective communication.</li><li>• Communicates information to staff, parents, and leaders that impacts them.</li><li>• Listens well and allows others to share ideas or viewpoints.</li></ul>	<ul style="list-style-type: none"><li>• Strategically communicates to ensure clarity and consistency of messaging.</li><li>• Seeks to develop strong team performance through communication.</li><li>• Proactively engages all stakeholders.</li></ul>
<b>TEAMWORK</b> The dean works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"><li>• Exhibits a negative influence in the workplace as reported by stakeholders.</li><li>• Undermines the effectiveness of others.</li><li>• Seeks to work in isolation rather than collaborating with co-workers to support students.</li><li>• Does not positively contribute to the success of the team or school.</li></ul>	<ul style="list-style-type: none"><li>• Occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team.</li><li>• Seeks the input from others in the spirit of growth and to better support students, including co-workers with more experience.</li><li>• Does not consistently create a positive impact in the workplace.</li></ul>	<ul style="list-style-type: none"><li>• Establishes and monitors team standards.</li><li>• Acts in best interest of the team’s mission and goals.</li><li>• Provides informal leadership through words, actions, and work product.</li><li>• Utilizes support of the Service Center and reinforces this support as a collaborative team effort.</li></ul>	<ul style="list-style-type: none"><li>• Collaborates with co-workers and leaders to support school-wide improvement.</li><li>• Provides informal leadership through words, actions, and work product.</li></ul>
<b>PROFESSIONAL DEVELOPMENT</b> The dean continually strives to improve their practice by exhibiting a growth mindset, engaging in regular professional self reflection, implementing a professional growth plan, and participating in meaningful learning opportunities.	<ul style="list-style-type: none"><li>• Does not exhibit a growth mindset or engage in professional self-reflection.</li><li>• Has not created a professional growth plan to guide their development.</li><li>• Is resistant to or does not participate in required or recommended learning opportunities.</li></ul>	<ul style="list-style-type: none"><li>• Expresses the desire to grow and engages in self-reflection when prompted to do so to identify strengths as well as opportunities for continued development to improve leadership practice.</li><li>• Has professional growth goals but does not use them to guide development.</li><li>• Engages in provided learning opportunities to develop knowledge and skills to be effective in their role.</li></ul>	<ul style="list-style-type: none"><li>• Exhibits a growth mindset and engages in regular self-reflection to identify strengths as well as opportunities for continued development to improve leadership practice.</li><li>• Implements a professional growth plan to ensure professional development aligns with learning needs.</li><li>• Regularly engages in meaningful learning opportunities, independently and with others, to develop knowledge and skills to be effective in their role.</li></ul>	<ul style="list-style-type: none"><li>• Serves as a mentor to co-workers by embodying a growth mindset and encouraging regular self-reflection and collaboration to elevate effectiveness in their role.</li><li>• Implements a professional growth plan and regularly revisits it to ensure current learning needs guide professional development.</li><li>• Regularly seeks out meaningful learning opportunities and shares knowledge and skill gained with co-workers.</li></ul>

# APPENDIX C: NHA Teacher Evaluation Rubric

## Classroom Culture

Building positive relationships, creating a safe learning environment, and anchoring classroom culture in Moral Focus virtues are essential prerequisites to student learning, which contribute to students feeling valued, supported, and motivated to learn. Effective classroom culture requires high behavioral expectations that align with the Behave with Care framework and ultimately promote academic excellence and the development of strong moral character and life skills.

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Build Positive Relationships</b>	<ul style="list-style-type: none"> <li>Teacher does not attempt to create appropriate personal connections with students and families.</li> <li>Teacher does not use positive language or affirmations when addressing students.</li> <li>Teacher does not maintain an engaged presence or regulate their own emotions when responding to students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to create appropriate personal connections with students and families.</li> <li>Teacher uses positive language and/or generic affirmations when addressing students.</li> <li>Teacher attempts to maintain an engaged presence and inconsistently regulates own emotions when responding to students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates appropriate personal connections with students and families.</li> <li>Teacher uses positive language and specific, genuine affirmations when addressing students.</li> <li>Teacher maintains an engaged, confident presence and regulates own emotions when responding to students.</li> </ul>	<ul style="list-style-type: none"> <li>Students initiate and engage in positive, supportive relationships with their teacher and one another.</li> </ul>
<b>Create an Environment for Learning</b>	<ul style="list-style-type: none"> <li>Teacher does not establish routines and procedures.</li> <li>Teacher does not develop a learning environment that fosters a sense of belonging or promotes safety.</li> <li>Teacher does not create a learning space utilizing student-created, teacher-created, or curricular materials that support content delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher establishes routines and procedures that work toward maximizing instructional time.</li> <li>Teacher attempts to develop a learning environment that fosters a sense of belonging and promotes safety.</li> <li>Teacher creates a learning space utilizing student-created, teacher-created, or curricular materials that support content delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher upholds routines and procedures that maximize instructional time.</li> <li>Teacher develops a learning environment that fosters a sense of belonging and promotes safety and collaboration (student-to-student, teacher-to-student).</li> <li>Teacher creates a purposeful learning space that comprises a majority of authentic student- or teacher-created materials along with curricular materials that support content delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Students are motivated to engage productively and follow routines and procedures without prompting.</li> <li>Students initiate use of and actively engage with materials to further their learning.</li> </ul>
<b>Establish Behavioral Expectations and Exemplify Moral Focus</b>	<ul style="list-style-type: none"> <li>Teacher does not attempt to re-engage students or track interventions and strategies.</li> <li>Teacher does not implement strategies to increase student motivation, engagement, and positive behaviors.</li> <li>Teacher does not acknowledge or teach Moral Focus virtues through lessons, activities, and/or discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to re-engage students and/or inconsistently tracks interventions and strategies.</li> <li>Teacher inconsistently implements strategies to increase student motivation, engagement, and positive behaviors.</li> <li>Teacher acknowledges and teaches Moral Focus virtues through lessons, activities, and/or discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher re-engages students and tracks interventions and strategies.</li> <li>Teacher consistently implements positive and proactive strategies to increase student motivation, engagement, and positive behaviors.</li> <li>Teacher creates a culture of Moral Focus through modeling and integrating Moral Focus virtues in daily interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Students display positive behaviors and work together to contribute to a self-managed classroom.</li> <li>Students model and can reflect on how their behavior does or does not exemplify the Moral Focus virtues.</li> </ul>

# Planning

Effective planning, both long term and at the lesson level, ensures that teachers understand the standards, overarching goals of a unit of study, and how each lesson is essential to student learning. A teacher's preparation to maximize instructional time and resources creates the opportunity for students to meet the learning outcomes. A solid grasp of content knowledge brings more depth to the effectiveness of a teacher's planning.

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Engage in Long-Term Planning</b>	<ul style="list-style-type: none"> <li>Teacher does not identify the standards that are expected and assessed throughout the year.</li> <li>Teacher does not demonstrate an understanding of the end goal of the unit of study.</li> <li>Teacher does not demonstrate an understanding of the content they teach.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher identifies the standards that are expected and assessed throughout the year.</li> <li>Teacher demonstrates an understanding of the end goal of the unit of study.</li> <li>Teacher demonstrates a basic understanding of the content they teach.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates an understanding of the standards that are expected and the appropriate developmental rigor of each throughout the year.</li> <li>Teacher demonstrates an understanding of the connectivity of the lessons in the unit of study and how they build to the end goal.</li> <li>Teacher utilizes an understanding of the content they teach to inform long-term planning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates an understanding of how standards build and the vertical alignment between subsequent and previous grade levels.</li> </ul>
<b>Prepare for Each Lesson</b>	<ul style="list-style-type: none"> <li>Teacher does not demonstrate an understanding of the learning outcome.</li> <li>Teacher does not plan daily instruction using effective teaching strategies or resources.</li> <li>Teacher does not plan scaffolds or accommodations to meet the learning needs of students, including those with IEPs, ILPs, and Section 504 plans.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates an understanding of the learning outcome.</li> <li>Teacher plans daily instruction using some effective strategies and resources in an attempt to ensure grade level content is accessible to some learners.</li> <li>Teacher plans scaffolds to meet the learning needs of some students, including accommodations for all students with IEPs, ILPs, and Section 504 plans.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates an understanding of the learning outcome and how the activities build toward the outcome.</li> <li>Teacher plans daily instruction using effective strategies and resources to ensure grade level content is accessible to all learners.</li> <li>Teacher plans scaffolds and extensions to meet the learning needs of most students, including accommodations for all students with IEPs, ILPs, and Section 504 plans.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher anticipates student responses and plans for scaffolds and extensions that connect to content and meet individual student needs.</li> </ul>
<b>Manage Instructional Time</b>	<ul style="list-style-type: none"> <li>Teacher does not pace instructional time throughout the unit of study by following the year-long plan.</li> <li>Teacher does not pre-plan where and how to adjust the lesson to appropriately pace the learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher paces instructional time throughout the unit of study by following the year-long plan.</li> <li>Teacher attempts to pre-plan where and how to adjust the lesson to appropriately pace the learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher intentionally paces the instructional time throughout the unit of study to ensure students progress toward the end goals while still aligning to the year-long plan.</li> <li>Teacher pre-plans where and how to adjust the lesson to appropriately pace the learning and meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher maximizes every minute for student learning through intentional planning of the whole group, small group, independent, and transition time.</li> </ul>

# Teaching

Building a community of learning ensures that all students are motivated and actively engaged in rigorous learning experiences. By providing opportunities to collaborate and discuss in multiple ways, teachers create classrooms that value student voice and encourage students to persist. When students are both challenged and supported with accessing content, they develop the skills to advance their thinking toward the learning outcome.

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Build a Community of Learning</b>	<ul style="list-style-type: none"> <li>Teacher does not engage students in dialogue or collaboration.</li> <li>Teacher does not encourage or praise effort, academic risk-taking, or learning from mistakes.</li> <li>Teacher does not use time effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to engage students in dialogue and/or collaboration.</li> <li>Teacher inconsistently encourages and praises effort, academic risk-taking, and learning from mistakes.</li> <li>Teacher attempts to use time effectively by creating a sense of urgency toward the learning outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher engages students in purposeful and productive dialogue and collaboration that contributes to student growth and dedication to learning.</li> <li>Teacher consistently encourages and praises effort, academic risk-taking, and learning from mistakes.</li> <li>Teacher uses time effectively by creating a sense of urgency toward meeting the learning outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Students encourage and celebrate peers' effort and academic risk-taking, including providing feedback.</li> <li>Students are actively engaged and invested in using class time to achieve the learning outcome.</li> </ul>
<b>Ensure Rigor and Access</b>	<ul style="list-style-type: none"> <li>Teacher does not communicate a clear learning outcome for the lesson.</li> <li>Teacher does not use a content-specific lesson structure.</li> <li>Teacher either inaccurately articulates or does not articulate content.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates a clear learning outcome for the lesson.</li> <li>Teacher uses a content-specific lesson structure.</li> <li>Teacher accurately articulates content throughout instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates a clear and appropriate learning outcome and delivers instruction aligned to that learning outcome.</li> <li>Teacher facilitates rigorous learning opportunities using a content-specific lesson structure to promote access to grade level content for all students.</li> <li>Teacher accurately articulates content in student-friendly language throughout instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in the learning by demonstrating their ability to persist through challenging material.</li> </ul>
<b>Engage Students in Learning</b>	<ul style="list-style-type: none"> <li>Teacher does not provide opportunities for students to construct meaning or apply their learning.</li> <li>Teacher does not implement scaffolds or accommodations to meet the learning needs of students, including those with IEPs, ILPs, and Section 504 plans.</li> <li>Teacher does not facilitate discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides limited opportunities for students to construct meaning and apply their learning.</li> <li>Teacher implements scaffolds to meet the learning needs of some students, including accommodations for all students with IEPs, ILPs, and Section 504 plans.</li> <li>Teacher facilitates whole or small group discussion aligned to the learning outcome and designed to provide opportunity for teacher-to-student talk.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides a variety of opportunities for students to construct meaning and apply their learning.</li> <li>Teacher implements scaffolds and extensions to meet the learning needs of most students, including accommodations for all students with IEPs, ILPs, and Section 504 plans.</li> <li>Teacher facilitates whole and small group discussions aligned to the learning outcome and designed to provide opportunities for teacher-to-student and student-to-student talk.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively engage in multiple opportunities to discuss, read, write, problem solve, and create.</li> <li>Students drive discussion with little prompting from the teacher.</li> </ul>



# Teaching (continued)

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Advance Student Thinking</b>	<ul style="list-style-type: none"> <li>Teacher does not monitor student work or check for understanding.</li> <li>Teacher does not use purposeful questions.</li> <li>Teacher does not respond to student thinking through feedback, questions, and/or making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluates student progress toward the learning outcome by inconsistently monitoring student work and/or checking for understanding.</li> <li>Teacher uses purposeful questions in an attempt to advance students' thinking toward the learning outcome.</li> <li>Teacher attempts to respond to student thinking through feedback, questions, and/or making connections.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluates student progress toward the learning outcome by consistently monitoring student work and checking for understanding.</li> <li>Teacher uses purposeful questions and appropriate processing time to advance students' thinking toward the learning outcome.</li> <li>Teacher responds to student thinking through feedback, questions, and/or making connections so that students make progress toward the learning outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Students utilize a variety of strategies and critical thinking skills to advance their understanding.</li> </ul>

# Assessing

Regular assessment administration provides crucial information in order to inform response to data. By analyzing formative and summative assessment results, teachers provide differentiated opportunities to address learning gaps that continue to drive student performance toward academic outcomes.

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Administer Assessments</b>	<ul style="list-style-type: none"> <li>Teacher does not administer assessments.</li> <li>Teacher does not demonstrate understanding of content to be assessed and when, how, or why they will assess students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently administers formative and summative assessments in alignment with learning outcomes, content standards, and the year-long plan.</li> <li>Teacher inconsistently demonstrates understanding of content to be assessed and when, how, or why they will assess students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently administers formative and summative assessments in alignment with learning outcomes, content standards, and the year-long plan.</li> <li>Teacher consistently demonstrates understanding of content to be assessed and when, how, and why they will assess students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reassesses to determine the effectiveness of reteaching using a different, but aligned, assessment.</li> </ul>
<b>Analyze Data</b>	<ul style="list-style-type: none"> <li>Teacher does not analyze assessment data.</li> <li>Teacher does not identify trends in data.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently analyzes assessment data.</li> <li>Teacher identifies some trends in data.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently analyzes assessment data.</li> <li>Teacher identifies trends in data and determines the underlying gaps, misconceptions, or errors.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher works with other teachers to identify strengths and areas of growth in assessment data.</li> </ul>
<b>Plan Response to Data</b>	<ul style="list-style-type: none"> <li>Teacher does not plan for when they will respond to data analysis results.</li> <li>Teacher does not plan to reteach by adjusting content, process, or activities based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently plans for when they will respond to data analysis results.</li> <li>Teacher plans to reteach by adjusting the content, process, or activities without addressing what was identified during data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently plans for when they will respond to data analysis results.</li> <li>Teacher plans to reteach by adjusting the content, process, or activities to address what was identified during data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher plans for flexible student grouping based on patterns and/or individual needs identified during data analysis.</li> </ul>
<b>Implement Response to Data</b>	<ul style="list-style-type: none"> <li>Teacher does not communicate assessment performance data to students.</li> <li>Teacher does not implement the planned reteach.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates assessment performance data to students.</li> <li>Teacher implements the planned reteach without looking for evidence of improving student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates assessment performance data to students and purposefully connects it to the learning outcome.</li> <li>Teacher implements the planned reteach using effective strategies while looking for evidence of improving student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students play a role in generating personal growth goals and reflecting on their progress towards those goals.</li> <li>Teacher implements plan for flexible student grouping based on patterns and/or individual needs.</li> </ul>



# Positive Impact on Student Learning

Teacher has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Positive Impact on Student Learning</b>	<ul style="list-style-type: none"><li>• Teacher does not achieve expected results on student academic growth measures.</li><li>• Teacher does not make satisfactory progress toward student growth goals.</li><li>• Teacher does not know or understand student growth expectations and applicable state assessment requirements.</li></ul>	<ul style="list-style-type: none"><li>• Teacher inconsistently achieves expected results on student academic growth measures.</li><li>• Teacher is making progress toward student growth goals.</li><li>• Teacher is working toward having a solid understanding of student growth expectations and applicable assessment requirements.</li></ul>	<ul style="list-style-type: none"><li>• Teacher achieves expected results on student academic growth measures.</li><li>• Teacher meets student growth goals.</li><li>• Teacher has a solid understanding of student growth expectations and applicable assessment requirements.</li></ul>	<ul style="list-style-type: none"><li>• Teacher exceeds expected results on student academic growth measures.</li><li>• Teacher exceeds student growth goals.</li><li>• Has a solid understanding of student growth expectations and applicable assessment requirements, and uses data to make informed instructional decisions.</li></ul>

# Professional Accountabilities

Teacher embodies expectations of professionalism through dependability, core values, communication, teamwork, and professional development.

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Dependability</b> Teacher can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; and can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"> <li>Teacher has an unacceptable attendance record.</li> <li>Teacher cannot be counted on by stakeholders or teammates to deliver on job requirements.</li> <li>Teacher does not exhibit a “sees a need, fills a need” behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has an inconsistent attendance record.</li> <li>Teacher inconsistently follows through on job requirements.</li> <li>Teacher does not consistently exhibit a “sees a need, fills a need” behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has a consistent attendance record.</li> <li>Teacher fulfills all aspects of their job requirements with limited supervision.</li> <li>Teacher consistently exhibits a “sees a need, fills a need” behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher takes initiative by demonstrating a “sees a need, fills a need” behavior.</li> <li>Teacher positively influences others to exceed their job responsibilities.</li> <li>Teacher delivers quality work within tight timelines or constraints.</li> </ul>
<b>Core Values</b> Teacher demonstrates a commitment to NHA’s core values and uses them to guide their intentions, actions, and character: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability.	<ul style="list-style-type: none"> <li>Teacher does not make decisions that were founded in NHA’s core values.</li> <li>Teacher’s behavior and/or words do not align to NHA’s core values.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s behavior is at times at odds with NHA’s core values.</li> <li>Teacher speaks to core values, but actions do not always align to NHA’s core value expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently makes decisions found in NHA’s core values.</li> <li>Teacher’s communications and actions reflect a clear understanding of and belief in NHA’s core values at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher serves as a model for how NHA’s core values should be lived out.</li> <li>Teacher acts as a cheerleader for others to embrace NHA’s core values.</li> </ul>
<b>Communication</b> Teacher communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; and involves the right people at the right time to address important issues.	<ul style="list-style-type: none"> <li>Teacher’s communication does not employ the appropriate medium, message, tone, or timing.</li> <li>Teacher does not consider the needs of others to ensure effective communication.</li> <li>Teacher does not communicate information that will impact staff, parents, and leaders.</li> <li>Teacher does not listen to the point of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s attempts at communication do not always employ the appropriate medium, message, tone, or timing.</li> <li>Teacher attempts to consider the needs of others to ensure effective communication.</li> <li>Teacher does not always communicate information that will impact staff, parents and leaders.</li> <li>At times, teacher does not listen well or allow others to share ideas or viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing.</li> <li>Teacher intentionally considers the needs of others to ensure effective communication.</li> <li>Teacher communicates information to staff, parents, and leaders that impacts them.</li> <li>Teacher listens well and allows others to share ideas or viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher strategically communicates to ensure clarity and consistency of messaging.</li> <li>Teacher seeks to develop strong team performance through communication.</li> <li>Teacher proactively engages all stakeholders.</li> </ul>

# Professional Accountabilities (continued)

Indicators	Ineffective	Developing	Effective	Exemplary
<b>Teamwork</b> Teacher works collaboratively to contribute to the overall success of the team and develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"> <li>Teacher exhibits a negative influence in the workplace as reported by stakeholders.</li> <li>Teacher undermines the effectiveness of others.</li> <li>Teacher seeks to work in isolation rather than collaborating with co-workers to support students.</li> <li>Teacher does not positively contribute to the success of the team or school.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team.</li> <li>Teacher seeks the input from others in the spirit of growth and to better support students, including co-workers with more experience.</li> <li>Teacher does not consistently create a positive impact in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher holds teammates accountable for team decisions.</li> <li>Teacher acts in best interest of the team's overall objectives.</li> <li>Teacher actively seeks input from others in the spirit of growth and to better support students, including co-workers or other professionals with more experience, alternate perspectives, or specialized expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collaborates with co-workers and leaders to support school-wide improvement.</li> <li>Teacher provides informal leadership through words, actions, and work product.</li> </ul>
<b>Professional Development</b> Teacher continually strives to improve their practice by exhibiting a growth mindset, engaging in regular professional self-reflection, implementing a professional growth plan, and participating in meaningful learning opportunities.	<ul style="list-style-type: none"> <li>Teacher does not exhibit a growth mindset or engage in professional self-reflection.</li> <li>Teacher has not created a professional growth plan to guide their development.</li> <li>Teacher is resistant to or does not participate in required or recommended learning opportunities provided by the school.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expresses the desire to grow and engages in self-reflection when prompted to do so to identify strengths as well as opportunities for continued development to improve instructional practice.</li> <li>Teacher has professional growth goals but does not use them to guide development.</li> <li>Teacher engages in provided learning opportunities at the school to develop knowledge and skills to meet the needs of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher exhibits a growth mindset and engages in regular self-reflection to identify strengths as well as opportunities for continued development to improve instructional practice.</li> <li>Teacher implements a professional growth plan to ensure professional development aligns with learning needs.</li> <li>Teacher regularly engages in meaningful learning opportunities, independently and with others, to develop knowledge and skills to meet the needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher serves as a mentor to co-workers by embodying a growth mindset and encouraging regular self-reflection and collaboration to elevate instructional practice.</li> <li>Teacher implements a professional growth plan and regularly revisits it to ensure current learning needs guide professional development.</li> <li>Teacher regularly seeks out meaningful learning opportunities and shares knowledge and skill gained with co-workers.</li> </ul>