Levels of Implementation

for Six Research Supported Principles to Guide Development of
Educator Performance Evaluation Systems that Focus on Learning, Growth, and Adaptation

Principle	Level 1	Level 2	Level 3
Authentic **The System recognizes and rewards the use of evidence based practice to achieve better student outcomes**	Research supported Standards of Professional Practice are adopted for: a. Teachers b. Special Subjects Staff c. Other Certified Staff d. Administrators e. School Board	Evaluation Rubrics are adopted to align with Standards of Practice for: a. Classroom Teachers b. Special Subjects Staff c. Other Certified Staff d. Administrators e. School Board	Other Feedback and Self-Assessment Instruments are adopted to align with Standards, Evaluation Rubrics, and Performance Improvement Goals and Priorities as needed to inform and support continuous improvement
Professional **The System builds personal commitment and efficacy for growth and improvement**	a. The district provides an electronic portfolio management system linked to the performance evaluation rubrics b. Teaching staff and administrators begin developing personal performance portfolios around the major domains of the district performance evaluation rubrics for their position	a. Teachers and administrators are trained and coached on self-assessment and goal setting b. Teachers and administrators are trained and coached by supervisors on performance documentation and use of the portfolio management system c. Teachers, administrators,	a. Teachers and administrators extend their performance portfolios by drilling down into the performance rubrics in priority improvement areas b. Teachers and administrators continue to extend and refine their performance documentation based on improvement goals c. Teachers and

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Professional **Continued** The System builds personal commitment and efficacy for growth and improvement		and board are trained on inter rater reliability in interpreting the performance evaluation rubrics and supporting evidence d. Teachers add student work samples, student learning profiles, and other evidence of impact to their portfolios e. Administrators add teacher improvement data to their portfolios	administrators use S.M.A.R.T Goals and Action Research to focus performance improvement d. Teachers and administrators use performance feedback data in their portfolios e. Teachers and administrators share their professional portfolios through web pages, and other electronic platforms
Purpose Driven The System is driven by measurable improvement targets for student success	a. The District provides training and support to teachers, administrators, and Board on aligning IDP performance improvement goals to district, school, program, classroom, and student improvement goals. b. Teachers and administrators use self assessment to offer input for their IDPs	a. The District adopts a process for weighting specific performance improvement areas based on district, school, and program improvement goals. b. Performance improvement goals are developed through a collaborative process between evaluator and	a. The District provides an integrated data platform, analytics, and data reporting formats for teacher, administrator, and Board performance evaluations and school improvement work. b. The District evaluates and refines its performance evaluation system based on progress in achieving goals for improved

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		evaluatee	student results
Adaptive The System fosters exploration, action research, self-assessment, reflective practice and innovative ways of getting better student results	**Teachers, administrators, and board are trained and assisted as needed to develop Individual Development Plans that align with the Performance Evaluation and Performance improvement goals**	**Teachers and administrators incorporate Action Research strategies into their IDPs to develop and test new strategies, innovations and adaptations**	a. **The District provides a platform and process for sharing the teachers' and administrators' Action Research and Results** b. **The District recognizes and celebrates adaptive and innovative work**
Evidence Based Data Informed - The System uses multiple sources of qualitative and quantitative data/evidence tied to student achievement and research supported practice	a. **Summative performance ratings are based on a thorough review of performance evaluation documentation** b. **Teachers and administrators are trained on types and uses of data to evaluate performance and impact**	a. **Summative performance ratings account for both performance status and performance growth** b. **The district uses a growth (value-added) model to track and attribute student outcomes**	a. **Performance ratings and IDPs account for variations in student/staff characteristics, learning profiles, special needs, and program, school, district goals** b. **Teachers and administrators use a wide variety of measures, metrics, and indicators of both performance and impact in their portfolios and self assessments**

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Inclusive **The System serves all, with alignment between student, teacher, administrator, and board evaluation goals, strategies and processes**	a. The district provides ongoing orientation, professional development, and support for teachers, administrators and board b. The district uses an inclusive process for developing and implementing the performance evaluation system	a. There is a transparent process for establishing and aligning performance evaluation goals to district, school, and program goals and priorities b. The District complies with all State and Federal requirements for performance evaluation reporting, but augments as necessary to build a responsible and defendable performance evaluation system	a. The District uses a feedback loop for evaluating and refining the performance evaluation system b. The District works with both internal and external stakeholders to build understanding of and confidence in the performance evaluation system c. The district provides the tools, training, and technical support needed to make the evaluation system authentic and also user friendly

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