# Sequoia Schools Supervision and Evaluation for Teaching Effectiveness

The Sequoia supervision and evaluation program is based on the premise that supervision and evaluation of the instructional program is essential to the efficacy and professional growth of the teacher and principal. Any performance management plan for a school must have a supporting system for supervision and evaluation that is designed to increase teaching effectiveness.

We believe it is imperative that the supervisor and teacher identify, analyze, and act on the results of supervision and evaluation activities and use the data gathered in this process in a meaningful, constructive, and timely way.

The tools we have created provide this data in useful, easy to understand, and meaningful ways to the organization and to the practitioners in the field.

We believe that learners benefit from teachers who are effective in the classroom. Teacher effectiveness improves when thoughts, practices and information are shared.

Effective professional conversations improve teacher's effectiveness and school performance. ***At Sequoia our Supervision and Evaluation protocols which were established in 2009 – 2010 have been setting the benchmark for Supervision and Evaluation in Arizona Charter Schools. We have presented this model at the Arizona State Charter Schools Conference (2011) and to the Arizona State Board for Charter Schools'.***

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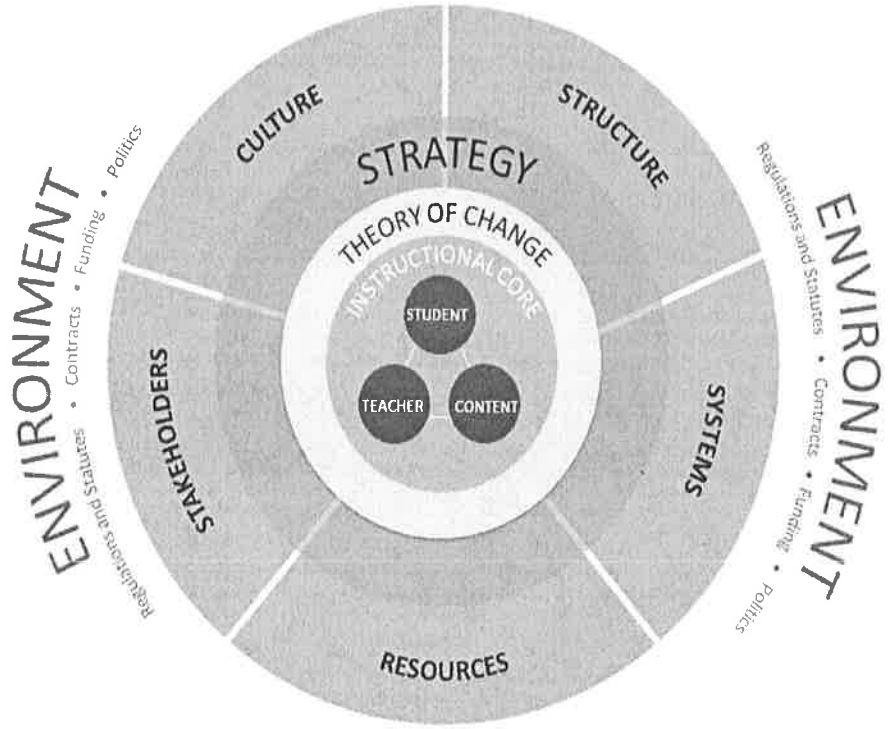
***The Sequoia Model Provides a Deliberate and Intentional Approach to Promote Effective Teaching***

| | *Don't Know* | *Know* |
|---|---|---|
| *Can't Do* | **Miracle**<br><br>**Students are disengaged. Instructional relevance is missing. Learning Climate and instructional rigor are not fostered. When things go right it is a MIRACLE.** | **Theory**<br><br>**The teacher's knowledge base is present but they are unable to provide meaningful, engaging instruction to learners.** |
| *Can Do* | **Magic**<br><br>**Learning climate is good however, instructional rigor and relevance may be missing. Instruction is sometimes ineffective.**<br><br>**Students learn (understand) by MAGIC if at all.** | **Intentional Practice**<br><br>**Instructional rigor, student engagement and Instructional relevance are high. The teacher's knowledge of content is capitalized on in a learning environment that is safe. Assessments provide accurate and systematic feedback, which the instructor uses to reflect on and change their practice.** |

*Effective teachers are **intentional** in their practice. Practitioners trained and coached using our model become effective by becoming intentional in their approach. **Intentional practice** is the intersection of Knowing and Doing.*




Adapted from Tushman and O'Reilly's Congruence Model, 2002

The Sequoia model includes components of Tushman and O' Reilly's Highly Effective Teaching and Learning Model as well as Madeline Hunter's Protocols for Supervision and Evaluation.

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline

# The Sequoia Teaching Effectiveness Model for Supervision and Evaluation of Staff

## The Sequoia Model Specifies Evaluation System Goals

We believe that Goal-setting is an imperative, and often challenging, first step in designing a teacher evaluation system. The establishment of explicit, well-defined goals lays the foundation for a comprehensive, sustainable evaluation system.

Arizona has defined teacher evaluation goals and purposes in recent legislation and/or policy. In Sequoia's case we anticipated this legislative move and involved our stakeholders in a process that identified effective teaching practices and achieved consensus on our supervision and evaluation system's purpose.

There is often a general tendency to oversimplify this crucial step; however, agreement about goal and rubric selection guided all decisions throughout the design process of Sequoia's Supervision and Evaluation Process. The methods and weighting used for various components of the resulting system and any actions informed by evaluation results (e.g., professional development targeted to a challenge area, guidance of our Professional Learning Communities, and spending on Staff Development) IS reflective of the evaluation system goals.

## We were deliberate about securing and sustaining stakeholder investment and cultivated a strategic communication plan

### Stakeholder Investment in the Sequoia Model

Sequoia deliberately involved principals, parents, teachers and central office administrators in the design of our supervision and evaluation system. The rubrics and components of the system are widely distributed in printed and electronic form.

Research shows that evaluation systems are much more likely to be accepted, successfully implemented, and sustained if stakeholders are included in the design process. Stakeholder involvement throughout the design, implementation, assessment, and revision of teacher evaluation systems increases the likelihood that the system is perceived as responsive, useful, and fair..

Clarifying expectations in terms of stakeholder purpose, level and duration of commitment, and authority in decisions assists us in sustaining stakeholder investment throughout the process. Individual members bring to bear unique sets of skills, experiences, and interests, and the level of involvement of each stakeholder may shift during the process of designing and implementing the evaluation system. Our rubrics and specifically our Hierarchies define stakeholders' roles and responsibilities, while capitalizing on their expertise. This has resulted in a high level of active participation. We have noted the following positive impacts of our process:

- The standards and criteria for the system are well known and embedded in all aspects of our programs. Curriculum, professional development, and policy are aligned with the model.
- We have mobilized administrator, teacher, and community support through training and consistent use of the model.
- We have facilitated practitioner groups to obtain input and feedback (I.e. principals co-visit and compare scoring on the rubrics to ensure inter-rater reliability,
- Marketing the system and publicizing the findings (We have presented at the State Charter School Conference and to the State Charter School President and shared with other school districts.)
- We have interpreted and adjusted policy and procedures based on feedback from this system.

## Supervision Model Sequoia

The supervision model for Sequoia Schools reflects the changing expectations and professional standards of Sequoia Schools. The model allows each teacher and principals to receive customized supervision and evaluation reviews. This model emphasizes and attempts to influence teacher effectiveness as we believe that teacher effectiveness is the key factor in a child's successful educational experience.

## Philosophy

The Sequoia supervision program is based on the premise that evaluation of instruction is essential for the professional growth of the teacher.

As a result of this belief it is imperative that the supervisor identify, analyze and inform the teacher or principal of the results of supervision and evaluation activities in a meaningful and timely way. We believe that teacher supervision and evaluation are critical functions of the building principal and vice principal.

We believe that learners benefit from teachers who are effective in the classroom. Effectiveness improves when thoughts, practices and information are shared. Effective professional conversations move us toward our organizational goals.

## Supervision Mission

Sequoia has developed a model of teacher and principal supervision for the purpose of improving the effectiveness of instructional delivery to the student. Each student has a right to the best education we can provide. It is the responsibility of each of us to contribute to the well being of the future of the nation and the world by educating our youth to the best of our ability.

Our personal best is reached by being good students ourselves. Sequoia is a learning organization where we strive to know each administrator, teacher and child as a learner.

## Supervision Vision

In the course of daily events at our schools, our young people should have opportunities for exploring, assessing and growing in a meaningful manner. We will accomplish this by developing a plan for the implementation of a supervision program to improve each teacher and aspiring administrator's professional skills. The program we have built will provide for communication (professional development days) between colleagues about the methods and techniques of instruction which research states to be the best for the learner. We will become more efficient in our utilization of materials, facilities and time for the purpose of improving the choices and chances of all students to succeed in life. The program will center on a caring, sharing approach to each person's growth through her/his strengths as a teacher or administrator. We will accomplish this within the next three years (2010-2011 school year was the start date).

### Supervision Goals

1. To improve opportunities, for the learner, in our school by providing professional growth opportunities for the certified staff (specifically 6 professional development days devoted to professional sharing at either grade level or specific subject area).
2. To implement our model of instructional supervision which is based on effective teaching practices as supported by research in the field.
3. To continue implementation of a model of instructional supervision that is based on a caring, sharing relationship between the supervisor and the teacher.
4. To establish a procedure for implementation and modification (i.e. developing inter-rater reliability) of the model for the organization.
5. To describe a method of monitoring and evaluating the effect of the model on the impact of student achievement through the use of standardized test scores. And benchmark testing and by methods other than these types of methods (Formative and summative assessments and a movement to performance based assessments).

## Supervision Follow up

Rather than using checklists and static forms the Sequoia model includes:

- Observation feedback on Daily observations carried on by the supervisor
- Scheduled weekly consultations during an agreed upon prep period.
- A running file of observations and practitioner reflections
- Professional development days on the district and school level

## Evaluation Follow Up

- Written narrative describing the practitioner's professional growth and development based on the Sequoia Teachers' Hierarchy of Professional Growth.
- Written follow up of formal observations.
- Written follow up on the attainment of a match between the practitioner's espoused theory and theory observed in use. (Assessment of single and double looped learning)

## Objectives

1. Implement a model for supervision of instruction based on our rubrics for assessing effective teaching.
2. Broadcast and teach the model to new and veteran teachers.
3. Continuously instruct supervisors on the use of the model and follow up with workshops to attain inter-rater reliability.
4. Continuously upgrade our monitoring and evaluation tool (data warehousing) to determine the model's effectiveness in practice.
5. Report findings from the data and information gathered after two years of use in the district using a pre-assessment, post-assessment instrument.
6. We will be explicit and public on what are teaching competencies (rubrics); design programs to train competent teachers and construct instruments to effectively measure the teacher's competencies.
7. Use the model as a component of compensation (301 bonus payment) for teachers and principals.

## Effective School Beliefs

1. People want to succeed.
2. Schools are for teaching and learning.
3. All students CAN learn.
4. Teachers impact learning.
5. Change is a process.
6. Success is judged based on outcomes.

## Evaluation

A written evaluation of effectiveness of each staff member shall be completed during the first year of employment and not later than ninety (90) days after the first day of work. A second first-year evaluation will be not later April 15th. At least twice each year thereafter, an evaluation will be conducted. The evaluation will be used to increase job proficiency and for recommending continued employment.

Supervision and Evaluation are TWO separate components of our supervision and evaluation of staff. The principal is the primary evaluator of all staff. ALL staff members work on the supervision of our programs. Formal evaluations (two) occur prior to December 15 and April 5th.

## Bibliography

(Stogdill and Coons 1970; Stinson and Hersey 1980; Hunter 1994; Fullan 2003; Marzano 2003; Marzano, Waters et al. 2005; Marzano, Brown et al. 2009)

Fullan, M. (2003). The moral imperative of school leadership. [Toronto] Thousand Oaks, Calif., Ontario Principals' Council ; Corwin Press.

Hunter, M. C. (1994). Enhancing teaching. New York, Toronto, Macmillan College Pub. Co. ;Maxwell Macmillan Canada ;Maxwell Macmillan International.

Marzano, R. J. (2003). What works in schools : translating research into action. Alexandria, Va., Association for Supervision and Curriculum Development.

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Stinson, J. E. and P. Hersey (1980). Perspectives in leader effectiveness. Athens, Center for Leadership Ohio University.

Stogdill, R. M. and A. E. Coons (1970). Leader behavior: its description and measurement. Columbus, Bureau of Business Research College of Commerce and Administration Ohio State University.

## Addendum Exhibits

1. Supervision Segment

    A. Focus on Student Learning Checklist
    B. Pre-Observation Checklist (informal)
    C. Madeline Hunter Model for Sequoia
    D. Madeline Hunter Model Exemplar
    E. Madeline Hunter Model Blank for Formal Observation
    F. Madeline Hunter Model Blank for Observer

2. Evaluation Segment

    A. Evaluation Checklist for Teachers
    B. Evaluation Checklist for Principals
    C. Evaluation Rubrics for Teaching Effectiveness
    D. Evaluation Rubrics for Principal Effectiveness

3. Supporting Materials

    A. Teachers' Professional Hierarchy
    B. Principal's Professional Hierarchy

ADDENDUM 1 A

# Focus on Student Learning Notepad

Teacher: _____ Subject: _____

Date: _____

Arrival Time: _____ Departure Time: _____

## Standards Based (Planning and Preparation)

- Instruction is based on grade level state standards Yes No
- Standards posted for students Yes No
- Standards are written in student friendly language Yes No

## Lesson Component(s) Observed (Planning and Preparation & Instruction)

- Objective
- Review (Warm Up)
- Introduction (Bridging)
- Instruction
- Guided Practice
- Independent Practice
- Closure
- Homework
- Long Term Memory Review
- Assessment

Comments:

## Learning Activities Observed (Instruction)

- Listening/Watching
- Reading
- Discussion
- Project
- Non-instructional
- Performance/Presentation
- Cooperative Groups
- Seatwork
- Writing
- Lecture
- Transition
- Other: _____

Comments:

**Learning Strategies Observed (Instruction)**

- Similarities & Differences
- Reinforcing Effort
- Cooperative Learning
- Graphic Organizers
- Questioning
- Note-Taking
- Positive Recognition
- Providing Feedback
- Think/Pair/Share
- Other: _____

Comments:

**Qualities of Work (Assessment of Student Achievement)**

- Product Focus (Clear connections)
- Safe Environment
- Affirmation (Producing for others)
- Authenticity (Valuable/Meaningful)
- Clear Product Expectations
- Affiliation (Learning with others)
- Choice (Student Centered)
- Novelty/Variety
- Other: _____

Comments:

**Level of Student Engagement (Learning Environment)**

- Highly Engaged
- Engaged
- Compliant
- Off Task

Comments:

**Bloom's Taxonomy (Instruction)**

- Low - Knowledge/Comprehension
- Middle - Application/Analysis
- High - Synthesis/Evaluation

Comments:

**Additional Comments/Observations:**

ADDENDUM 1 B

Sequoia Schools
Pre-Observation Conference Checklist

Teacher: _____ Date of meeting: _____

School Year: _____ Course(s) taught: _____

Your pre-observation conference is scheduled for _____ at _____ in your supervisor's office. Please bring a copy of the following items to the conference (supervisor will keep these items):

Teacher
Initials

1. _____ Course Syllabus
   a) _____ Course standards
   b) _____ Course expectations
   c) _____ Grading procedures/practices
   d) _____ Assignment Policy
   e) _____ Attendance Policy
   f) _____ Classroom Management Plan/Buddy Plan

2. _____ Emergency Lesson Plans

3. _____ Lesson Plan Book

4. _____ Curriculum Map

5. _____ 301 Goals

6. _____ Gradebook (will access electronically at conference)

7. _____ Attendance Book (will access electronically at conference)

8. _____ Parent Communication
   a) _____ Plan for positive/negative contact
   b) _____ Documentation process
   c) _____ Intervention process

9. _____ Employee Resource Book (Staff Handbook)

10. _____ Performance Criteria for Teacher Evaluation- Respond to the following questions in writing by submitting a summary (you are not required to answer every question, use your summarization skills to fulfill the response) . (See attached AZ Professional Teacher Standards)
    a) _____ How do I meet Standard 1?
    b) _____ How do I meet Standard 2?
    c) _____ How do I meet Standard 3?
    d) _____ How do I meet Standard 4?
    e) _____ How do I meet Standard 5?
    f) _____ How do I meet Standard 6?
    g) _____ How do I meet Standard 7?
    h) _____ How do I meet Standard 8?

_____ _____
Teacher Signature Date Supervising Administrator

ADDENDUM 1 C

# Madeline Hunter Model for Sequoia Schools

## Objectives

Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. The teacher should ask, "What, specifically, should the student be able to do, understand and care about as a result of the lesson?"

Bloom's Taxonomy of Educational Objectives (shown at the end), gives an idea of the terms used in an instructional objective.

## Standards

The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance. Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

## Anticipatory Set

Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.

- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

## Teaching: Input

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

## Teaching: Modeling

Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.).

## Teaching: Checking for Understanding

Determination of whether students have "got it" before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins.

Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.

**Guided Practice**
An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

**Closure**
Those actions or statements by a teacher that are designed to bring a lesser presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
- to help organize student learning,
- to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
- to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

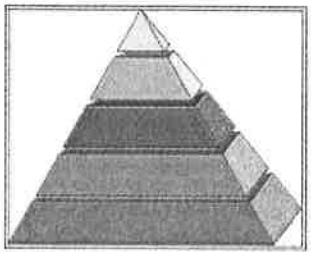
**Independent Practice**
Once pupils have mastered the content or skill, it is time to provide for

reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

**Materials**
List materials needed.

**Duration**
Type the amount of time needed to complete this lesson.

COGNITIVE



COMPLEXITY

| BLOOM'S TAXONOMY | WEBB'S DEPTH OF KNOWLEDGE |
|---|---|
| KNOWLEDGE<br>"The recall of specifics and universals,<br>involving little more than bringing to mind the appropriate material" | *Recall* - Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?) |
| COMPREHENSION<br>"Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition." | |
| APPLICATION<br>"The use of abstractions in concrete situations." | *Basic Application of Skill/Concept* - Use of information, conceptual knowledge, procedures, two or more steps, etc. (e.g., Explain why each skill cue is important to the overhand throw. "By stepping forward you are able to throw the ball further.") |
| ANALYSIS<br>"The breakdown of a situation into its component parts." | *Strategic Thinking* – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do (e.g., Design 2 different plays in basketball and explain what different skills are needed and when the plays should be carried out.) |
| [illegible]<br>"Putting together elements & parts to form a whole, then making value judgments about the method." | [illegible] - Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations (e.g., Analyze 3 different tennis, racquetball, and badminton strokes for similarities, differences, and purposes. Then, discuss the relationship between the mechanics of the stroke and the strategy for using the stroke during game play.) |

# Taxonomy Self-Questioning Chart

| Level of Thinking | Comprehension Statement | Focusing Question |
|---|---|---|
| Creating | I have created new knowledge. | How has this author changed what I understand? |
| Evaluating | I can critically examine this author's message. | How has the author's perspective influenced what he/she tells me? |
| Analyzing | I can take my understanding to a deeper level. | How is this similar to (or different from) other material I've read? |
| Applying | I can use my understanding in some meaningful way. | How can I connect what this author is telling me to understand something better? |
| Understanding | I can understand what the author is telling me. | What does this author want me to understand? |
| Remembering | I can recall specific details, information, and ideas from this text. | What do I need to remember to make sense of this text? |

Doug Buehl (2007)

ADDENDUM 1 D

Exemplar for Sequoia School Lesson Plan
Observation

To: Sequoia Schools Teachers
From: Ron Neil

In keeping with the Sequoia Schools Supervision and Evaluation Plan I have directed principals to perform observations in individual classrooms during the year. The observation process is a part of the supervision function that principals and master teachers perform.

The exemplar on this document can serve as a model for designing a lesson plan that fits the Sequoia standard for a lesson plan. It is designed to allow you to see a well constructed lesson (as defined in the Sequoia Staff Handbook and Sequoia's standards for lesson planning).

Your supervisors have been trained to use this process as part of their supervision function. The evaluation process, (a separate piece of the Supervision and Evaluation Model) is conducted semi-annually using a different form.

We hope that you find this exemplar useful and that you use it as a model when you design lessons during your tenure here a Sequoia.

Sincerely,

Ron Neil

Exemplar for Sequoia School Lesson Plan Observation

| Determine the Outcomes of the Lesson | |
|---|---|
| **General Principle:** | **My Specific Case:** |
| State what the students are expected to know that is, to be able to do as a result of the lesson. | • As a result of today's lesson, students will have the knowledge necessary to compare and contrast the different types of *symbiotic relationships.*<br>• They will also be able to explain the matter and energy relationships represented and modeled in ecological pyramids, energy diagrams, and cycles.<br>• They will be able to compare and contrast the ways in which nitrogen, carbon, and water cycle through biotic and abiotic parts of our ecosystems, and as a whole, our biosphere.<br>As a result of the previous lesson, students already have the knowledge needed to distinguish between biotic and abiotic factors and how these relate to the field of Ecology.<br>They also have the skills needed to compare the different levels of biological organization or Biological Hierarchy used in the field of Ecology (population, community, ecosystem). |
| **II. Design Lesson Sequence Using A Rubric Such as Hunter's 7 Elements** | |
| **Definition of the Element:** | **My Plan:** |
| Anticipatory Set: Something at the beginning of the lesson that focuses the students' attention on the subject of the lesson. | **Anticipatory Set for First Day**: As they walk into the classroom students will notice a colorful cartoon of Wylie Coyote and the Road Runner on the overhead projector. Underneath the cartoon there will be a short question, which they are to answer in their *Science Log*. I will let the students know that today is our second day into our unit on **ECOLOGY**, and that as a warm-up exercise I would like them to answer the question as spontaneously as they can. They may refer to the book for guidance, but they will only have five minutes to write down their response.<br>*Pretend that the primary source of food for the desert coyote is the roadrunner. I would like you to think of what would happen if all of the coyotes in the desert vanished. How would this affect the* ***population of road- runners??***<br>*Can you think of* ***other things*** *that might be affected by this disappearance (think of what the road runner eats!)?*<br>*Make a short list of all the biotic and a-biotic factors that might be affected by* ***the death of all Wylie Coyotes.***<br>Once the students have finished answering the question in their Science Log, we will share our answers and have a short discussion. This will give me a smooth transition into the lecture about How Organisms Interact.<br><br>**Anticipatory Set for Second Day**: Students are to quickly, from their long-term memory, (eight minutes max) draw a picture of a food web with at least five trophic levels.<br>I will ask them to put their drawings away for the lecture. We will |

| | |
|---|---|
| | refer to them after the lecture. |
| Statement of Objective and Purpose: Communication of the intended outcome(s) of the lesson and why it is important for the student to know the information or be able to perform the skills. | As we begin our unit on Ecology, it is imperative that the students have a clear understanding of the basic principles of Ecology. The interaction of organisms with other living things as well as with their abiotic (nonliving) surroundings is a key concept in Ecology. This lesson will give the students a basic foundation of Ecological Principles and terms. It will help them become comfortable with the major themes in Ecology.<br>As we go on to study Community Distribution, Population Biology, and Resource Use in the upcoming lessons, the knowledge gained in these first lessons is key to their understanding and appreciating the field of Ecology. |
| Instructional Input: Presentation of the information or skills to be learned. | **Lecture 1 and slide show, first period**: Fifteen minutes. This lecture will introduce the first half of the lesson (Species Relationships). The lecture will go in conjunction with a colorful slide presentation showing different photographs as examples of species-species interactions and their ecosystems.<br><br>**Lecture 2, second period**: Twenty minute lecture on Trophic Levels, Matter, and Energy Cycling in Ecosystems.<br>This will wrap up the Lesson. The lecture will incorporate several overheads showing graphical representations of food webs, energy pyramids, and nutrient cycles. |
| Modeling: Presentation of appropriate examples or a demonstration by the teacher of the behavior the student is expected to emulate. | • Slide show<br>• Overhead Diagrams of the different pyramids and cycles.<br>• Drawing and labeling their own energy pyramids and sharing them with other classmates. |
| Checking for Understanding: An activity that allows teacher to determine if students have understood the instructional input and modeling before proceeding to practice. | Review Questions using index cards with student names and volunteered answers. Five-Ten minutes. |
| Guided Practice: An in-class activity in which students practice the skills or information just learned. Teacher is present to monitor and give feedback. | **First Period**: Students will be divided into groups of three and will be handed different animal, plant, and fungi identification keys.<br>They will spend ten minutes at the end of the lecture compiling a list of species in North Carolina that fall into the different categories discussed (heterotrophs, autotrophs, scavengers, carnivores, omnivores, herbivores, decomposers) as well as examples of different ***symbiotic relationships*** *they predict. I will bring several Species Identification Guides for the Southeast to pass around the class.*<br>After fifteen minutes we will compile one master list on the |

| | |
|---|---|
| | overhead projector. A student will volunteer to write on the transparency.<br><br>**Second Period**: Students will spend ten minutes going back to their original food web drawing (drawn during anticipatory set), and they will modify it to become an ENERGY PYRAMID like the one used by Ecologists. They are to show how, or if they predict, that the population of organisms decreases as they go up the pyramid. They will also be asked to identify what role the different organisms in their drawings play (*are their any symbiotic relationships? Should they add another keystone species or predator? How do humans fall into this pyramid? How many trophic levels did they draw now that they understand what a trophic level is?)*<br><br>Students are to turn in an ***EXIT SLIP*** at the end of class with any concerns and questions they had regarding their energy pyramid. |
| Independent Practice: Any practice activity that the student is capable of performing away from the class and without the teacher's supervision. | Students are to use the knowledge they gained about trophic levels and energy pyramids to read an article about *Efficient Catfish Farming Methods.* After reading the short essay, they are to answer the following question:<br>*How can this knowledge of the efficiency of eating on the lower trophic levels of a food chain be applied to agriculture and feeding the world's population?*<br>Students will respond to this critical thinking question in their Science Log. |
| **III. Assess Learning to Determine If Outcomes Have Been Met** | |
| **General Principle:** | **Your Plan:** |
| Assessment may be formal or informal but should let the teacher know which students have mastered which outcomes (and therefore serve as a basis for the next sequence of lessons). | • Results of Independent Practice<br>• Results of Checking for Understanding.<br>• Comments and Questions on the Exit Slips. |

ADDENDUM 1 E

Form for Sequoia School Lesson Plan Observation

To: Sequoia Schools Teachers
From: Ron Neil

In keeping with the Sequoia Schools Supervision and Evaluation Plan I have directed principals to perform observations in individual classrooms during the year. The observation process is a part of the supervision function that principals and master teachers perform.

The form on this page is designed to accept a lesson plan for the formal observation process. It is designed to allow you to construct a lesson that meets best practices (as defined in the Sequoia Staff Handbook and Sequoia's standards for lesson planning).

Your supervisors have been trained to use this process as part of their supervision function. The evaluation process, (a separate piece of the Supervision and Evaluation Model) is conducted semi-annually using a different form.

We hope that you find this form useful and that you use it to design lessons that you are able to review, upgrade based on feedback, and reuse during your tenure here at Sequoia.

Sincerely,

Ron Neil

Form for Sequoia School Lesson Plan Observation

| Determine the Outcomes of the Lesson | |
|---|---|
| **General Principle:** | **My Specific Case:** |
| Use this area to state what the students are expected to know that is, to be able to do as a result of the lesson. | |
| **II. Design Lesson Sequence Using a Rubric Such as Hunter's 7 Elements** | |
| **Definition of the Element:** | **My Plan:** |
| **Anticipatory Set:** What will you do at the beginning of the lesson that will focus the students' attention on the subject of this lesson? | |
| **Statement of Objective and Purpose:** How will you communicate the intended outcome(s) of the lesson and why it is important for the student to know the information or be able to perform the skills you are teaching? | |
| **Instructional Input:** Describe your plan for presentation of the information or skills to be learned. | |
| **Modeling:** How will you model the behavior the student is expected to emulate? | |
| **Checking for Understanding:** What activity will allow you to determine if students have understood the instructional input and modeling before proceeding to guided practice? | |
| **Guided Practice:** Describe the-class activity in which students will practice the skills or information just learned. The supervisor will make sure that the teacher is present to monitor and | |

| | |
|---|---|
| give feedback. | |
| **Independent Practice:** What will be the practice activity that the student is capable of performing away from the class and without the teacher's supervision? | |
| **III. Assess Learning to Determine If Outcomes Have Been Met** | |
| **General Principle:** | **Your Plan:** |
| Describe your assessment. This may be formal or informal but should let the teacher know which students have mastered which outcomes (and therefore serve as a basis for the next sequence of lessons). | |

***Please feel free to use the space below for additional comments about the lesson you are presenting.***

ADDENDUM 1 F

Sequoia School Lesson Plan Observation
Supervisor's Review

To: Sequoia Schools Supervisors
From: Ron Neil

In keeping with the Sequoia Schools Supervision and Evaluation Plan I have directed principals to perform observations in individual classrooms during the year. The observation process is a part of the supervision function that principals and master teachers perform. The intent of this process is to help our teachers to improve their performance as they move through the Teachers' Hierarchy of Professional Practice.

Please use this form as part of the observation process. Supervisors are also responsible for two Evaluations (semi-annual) on each teacher. These are performed on the Sequoia Evaluation form, a separate process and document from this one.

Sincerely,

Ron Neil

Sequoia School Lesson Plan Observation
Supervisor's Review

| Determine the Outcomes of the Lesson | |
|---|---|
| **General Principle:** | **Observation of the General Principle:** |
| The teacher should state what the students are expected to know that is, to be able to do as a result of the lesson. Supervisor should have a copy of the planned lesson using this outline as a guide. Guiding Question: What should students care about when this lesson is done? | |
| **II. Lesson Sequence Using Hunter's 7 Elements** | |
| **Definition of the Element and Observation Protocol:** | **Observation of Each Element** |
| **Anticipatory Set:** Was there something at the beginning of the lesson that focused the students' attention on the subject of the lesson? | |
| **Statement of Objective and Purpose:** Was there communication of the intended outcome(s) of the lesson and why it is important for the student to know the information or be able to perform the skills. Note: Supervisor should note how the skill is connected to the teacher's curriculum map, AZ standards, and benchmarks. | |
| **Instructional Input:** Was there a presentation of the information or skills to be learned? How did the teacher engage the class? . Are students engaged? | |

| | |
|---|---|
| **Modeling:** Was there a presentation of appropriate examples or a demonstration by the teacher of the behavior the students are expected to emulate as a result of this lesson? (That is: What can the student do as a result of this lesson?) | |
| **Checking for Understanding:** What activity allowed the teacher to determine if students have understood the instructional input and modeling before proceeding to practice? | |
| **Guided Practice:** Was there an in-class activity in which students practiced the skills or information just learned? Was the teacher present to monitor and give feedback? (Supervisor comments on the way the teacher moved about the room and engaged the class should be included here). | |
| **Independent Practice**: What was the practice activity that the students were capable of performing away from the class and without the teacher's supervision? | |
| **III. Assess Learning to Determine If Outcomes Have Been Met** | |
| **General Principle:** | **Observed Assessment (Formative, Summative, Performance)** |
| **Assessment** may be formal or informal but should let the teacher know which students have mastered which outcomes (and therefore serve as a basis for the next sequence of lessons). How does this | |

| | |
|---|---|
| lesson connect to Sequoia's assessments and benchmarks? | |

Sequoia Principals and Mentoring Teachers should be able to connect section III to Sequoia's benchmarks, assessments and AZ Standards in an acceptable lesson.

Sequoia School Lesson Plan Observation
Supervisor's Review

Sequoia Specific:

| IV. Classroom Management | |
|---|---|
| **Statement of Quality** | **Observed Confirmation of Classroom Management** |
| This teacher uses Power School to record grades and attendance in a consistent manner. | . |
| The classroom space is clean and reflects a learning environment. I.e. There is a word wall that is kept up to date. The materials displayed have a logical connection to the subject(s) being taught. The teacher's dress and demeanor are professional. | |
| The teacher uses English correctly. The materials used are free of grammatical and spelling errors. | |
| There is evidence that the teacher has a classroom discipline plan consistent with Sequoia Policy and Procedures. | |

**Employees Name:**
**School (Location):** Administrative Offices **Experience:**
**Date of Lesson:** **Date of Conference with Supervisor**:

Signature of Employee Date

Signature of Supervisor Date

My signature on this evaluation does not necessarily mean that I agree with the opinions expressed in this evaluation, but merely indicates that I have read the analysis and had an opportunity to discuss this evaluation with my supervisor. I understand that I have the right to discuss this with Sequoia's Human Resources Director or my supervisor's immediate supervisor.

☐ Employee has elected to write a written response that is attached to this document

ADDENDUM 2 A

Sequoia SCHOOLS

# TEACHER EVALUATION FORM

**(To be completed at least twice a year by December 15th and April 5th)**

| **Teacher Name:** | **Number of Years Teaching:** | **Subject or Grade Taught:** |
|---|---|---|
| **School Name:** Arizona Project Challenge | **Date of Evaluation Conference:** | |
| **Dates of Observations (Observation Forms Attached):** | | |

This evaluation summarizes your performance as a teacher and is based on formal and informal observations, your adherence to Sequoia Policies and Procedures and other factors that are pertinent to your employment as a Sequoia faculty member including any commendations or disciplinary reports that may be a part of your employment record.

The 5 Levels of Performance correlate with professional stages of a teacher's development and incorporate a Professional Hierarchy Rubric and the Sequoia Schools Quality Standards Rubric which are used to evaluate the professional performance levels of its teachers.

| **Levels of Performance** | | | |
|---|---|---|---|
| **Level 1** | Survival (Professional Improvement Plan in place) | **Level 4** | Educational Leader (Masters standards) |
| **Level 2** | Novice (Does not yet consistently meet standards) | **Level 5** | Professional Actualization (Sets standard) |
| **Level 3** | Stability (Consistently meets standards) | | |

Any Quality Standard marked in Levels 1 or 2 must be documented with corroborating Observation or Disciplinary Forms.

**Quality Standards Evaluated**

| **PLANNING AND PREPARATION** | **1** | **2** | **3** | **4** | **5** | **INSTRUCTION** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Planning is documented in daily written lesson plans and based on adopted curriculum maps and AZ Standards. | | | | | | 12. Teacher's lessons reflect the elements of Sequoia's observation guidelines. | | | | | |
| 2. Teacher's content knowledge is readily detected and demonstrated in lesson plans. | | | | | | 13. Varied instructional strategies, approaches and resources are aligned with instructional objectives, curriculum maps and lesson plans. | | | | | |
| 3. Explicit vocabulary instruction is planned into and used in the lesson. | | | | | | 14. Teacher's lessons differentiate and use accommodations and modifications that meet the needs of each student. | | | | | |
| 4. Planning reflects differentiation and other evidence that each child is known. | | | | | | 15. Feedback to promote personal success and achievement is provided to students. | | | | | |
| **ASSESSMENT OF STUDENT ACHIEVEMENT** | **1** | **2** | **3** | **4** | **5** | **PROFESSIONAL RESPONSIBILITY** | **1** | **2** | **3** | **4** | **5** |
| 5. Measurable goals for each student's achievement are identified, written and regularly referenced by the teacher and student to insure a mutual effort. | | | | | | 16. Teacher adheres to all Sequoia and individual school policies and procedures. | | | | | |
| 6. Teacher assesses and carefully monitors each student's achievement to insure that every child is known. | | | | | | 17. Teacher participates in and contributes to Sequoia staff development initiatives. | | | | | |
| 7. Teacher follows Sequoia assessment policies and procedures. | | | | | | 18. Teacher's record keeping on district assessments are done in a timely basis and are used to improve practice. | | | | | |
| **LEARNING ENVIRONMENT** | **1** | **2** | **3** | **4** | **5** | 19. Teacher provides assessments to parents that accurately reflect the child's abilities, deficiencies and progress. | | | | | |
| 8. Teacher maintains academic focus and keeps students on task by following the daily schedule and lesson plan. | | | | | | 20. Teacher maintains up-to-date student academic, attendance and behavior records. | | | | | |
| 9. A classroom management/discipline plan is in place, communicated and followed. | | | | | | **STUDENT ACADEMIC OUTCOMES** | **10** | **20** | **30** | **40** | **50** |
| 10. Teacher models Sequoia's Core Values in student, parent and staff interactions. | | | | | | 21. Teacher meets Sequoia's Annual Classroom Site Fund Student Academic Outcome Goals for subjects they teach. | | | | | |
| 11. The physical environment supports the teaching and learning process. | | | | | | Column Totals | 0 | 0 | 0 | 0 | 0 |
| | | | | | | **Grand Total** | | | | | **0** |

**Level of Performance Point Allocations: Level 5 = 131-150; Level 4 = 111-130; Level 3 = 76-110; Level 2 = 56-75; Level 1= 55**

**Based on the points earned by the above teacher it is determined that his / her Level of Performance during this evaluation period is:**
☐ **Level 5** ☐ **Level 4** ☐ **Level 3** ☐ **Level 2** ☐ **Level 1**

Signature of Teacher _____ Date _____ Signature of Supervisor _____ Date _____

Teacher's signature does not imply agreement with the opinions expressed herein. Rather it acknowledges that they have read the evaluation, had an opportunity to discuss it with their supervisor and that they know that they may discuss it further with Sequoia's HR Manager or their supervisor's immediate supervisor.

☐ Employee has elected to write a response and has attached it to this document.

Sequoia SCHOOLS

TEACHER EVALUATION FORM

# Performance Summary

**Previous Directions / Discussions (if any)**

**Planning and Preparation**

**Assessment of Student Achievement**

**Learning Environment**

**Instruction**

**Professional Responsibilities**

**Student Academic Outcomes**

**Improvement Goals / Directions**

Teacher's signature does not imply agreement with the opinions expressed herein. Rather it acknowledges that they have read the evaluation, had an opportunity to discuss it with their supervisor and that they know that they may discuss it further with Sequoia's HR Manager or their supervisor's immediate supervisor.

☐ Employee has elected to write a response and has attached it to this document.

Signature of Teacher Date

Signature of Supervisor Date

ADDENDUM 2 B

Sequoia SCHOOLS

# PRINCIPAL EVALUATION FORM

| Principal's Name: | Experience as a Principal: | Level (Elementary, Jr. High, HS): |
|---|---|---|
| School Name: Arizona Project Challenge | Date of Evaluation Conference: | |
| Dates of Observations (Observation Forms Attached): | | |

This evaluation summarizes your performance as a principal and is based on formal and informal observations, your adherence to Sequoia Policies and Procedures and other factors that are pertinent to your employment as a Sequoia administrator including any commendations or disciplinary reports that may be a part of your employment record.

The 5 Levels of Performance correlate with professional stages of a principal's development and incorporate a Professional Hierarchy Rubric and the Sequoia Schools Quality Standards Rubric which are used to evaluate the professional performance levels of its principals.

| Levels of Performance | | | |
|---|---|---|---|
| **Level 1** | Survival (Professional Improvement Plan in place) | **Level 4** | Educational Leader (Masters standards) |
| **Level 2** | Novice (Does not yet consistently meet standards) | **Level 5** | Professional Actualization (Sets standard) |
| **Level 3** | Stability (Consistently meets standards) | | |

Any Quality Standard marked in Levels 1 or 2 must be documented with corroborating commentary by Supervisor.

**Quality Standards Evaluated**

| SUPERVISION OF PLANNING AND PREPARATION | 1 | 2 | 3 | 4 | 5 | SUPERVISION OF INSTRUCTION | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Principal reviews and monitors daily written lesson plans, adopted curriculum maps and demonstrates knowledge of AZ standards. | | | | | | 12. Principal's observation reports reflect knowledge of the elements of Sequoia's observation guidelines. | | | | | |
| 2. Principal's content knowledge is evident. | | | | | | 13. Principal insures that instructional strategies, approaches and resources are aligned with instructional objectives, curriculum maps and lesson plans. | | | | | |
| 3. Principal plans and supervises for explicit vocabulary instruction and ensures it is planned into and used at their site. | | | | | | 14. Principal's observations document differentiation and use of accommodations and modifications that meet the needs of each student (RTI). | | | | | |
| 4. Observations reflect understanding of differentiation of instruction, evidence that each child is known is also present. | | | | | | 15. Feedback to promote personal success (academic leadership) and achievement is provided to instructional staff. | | | | | |
| **ASSESSMENT OF STUDENT ACHIEVEMENT** | **1** | **2** | **3** | **4** | **5** | **PROFESSIONAL RESPONSIBILITY** | **1** | **2** | **3** | **4** | **5** |
| 5. Measurable goals for each student's achievement are identified, written and regularly referenced by the principal to teachers to insure a mutual effort. | | | | | | 16. Principal identifies and adheres to all Sequoia and individual school policies and procedures. | | | | | |
| 6. Principal assesses and carefully monitors each student's achievement to insure that every child is known. | | | | | | 17. Principal participates in and contributes to Sequoia professional development initiatives. | | | | | |
| 7. Principal follows Sequoia assessment protocols, analyzes and uses data to assess student achievement. | | | | | | 18. Principal's record keeping on district assessments are done on a timely basis and are used to improve practice. | | | | | |
| **LEARNING ENVIRONMENT** | **1** | **2** | **3** | **4** | **5** | 19. Principal provides assessments to parents that accurately reflect the child's abilities, deficiencies and progress. | | | | | |
| 8. Principal maintains academic focus and keeps students on task by monitoring the daily schedule and lesson plans of staff. | | | | | | 20. Principal maintains up-to-date student academic, attendance and behavior records in Power School. | | | | | |
| 9. A classroom management/discipline plan is in place, communicated and consistently followed. | | | | | | **STUDENT ACADEMIC OUTCOMES** | **10** | **20** | **30** | **40** | **50** |
| 10. Principal models and supports Sequoia's Core Values in student, parent and staff interactions. | | | | | | 21. The school meets Sequoia's Annual Classroom Site Fund Student Academic Outcome Goals for each area. | | | | | |
| 11. The physical environment is maintained to support the teaching and learning process. | | | | | | Column Totals | 0 | 0 | 0 | 0 | 0 |
| | | | | | | **Grand Total** | | | | | **0** |

**Level of Performance Point Allocations: Level 5 = 131-150; Level 4 = 111-130; Level 3 = 76-110; Level 2 = 56-75; Level 1= 55**

**Based on the points earned by the above principal it is determined that his / her Level of Performance during this evaluation period is:**
**☐ Level 5 ☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1**

Signature of Principal _____ Date _____ Signature of Supervisor _____ Date _____

Principal's signature does not imply agreement with the opinions expressed herein. Rather it acknowledges that they have read the evaluation, had an opportunity to discuss it with their supervisor and that they know that they may discuss it further with Sequoia's HR Manager or their supervisor's immediate supervisor.

☐ Employee has elected to write a response and has attached it to this document.

Sequoia SCHOOLS

PRINCIPAL EVALUATION FORM

# Performance Summary

**Previous Directions / Discussions (if any)**

**Planning and Preparation**

**Assessment of Student Achievement**

**Learning Environment**

**Instruction**

**Professional Responsibilities**

**Student Academic Outcomes**

**Improvement Goals / Directions**

Principal's signature does not imply agreement with the opinions expressed herein. Rather it acknowledges that they have read the evaluation, had an opportunity to discuss it with their supervisor and that they know that they may discuss it further with Sequoia's HR Manager or their supervisor's immediate supervisor.

☐ Employee has elected to write a response and has attached it to this document.

Signature of Principal Date

Signature of Supervisor Date

ADDENDUM 2 C

# Sequoia Schools Quality Standards Rubrics

| | ***Survival*** (Professional Improvement Plan in place) | ***Novice*** (Does not yet consistently meet standards) | ***Stability*** (Consistently meets standards) | ***Educational Leader*** (Masters standards) | ***Professional Actualization*** (Sets standard) |
|---|---|---|---|---|---|
| Planning and Preparation Quality Std. 1 | The teacher's instructional planning is undocumented. Written lesson plans are not available. Teacher has not constructed or used curriculum mapping documents. Teacher has limited knowledge of Arizona standards | The teacher's instructional planning is not fully documented. Written lesson plans are sometimes available. Teacher has done limited work on their curriculum mapping documents. Teacher has some knowledge regarding Arizona standards. | The teacher's instructional planning is documented in written lesson plans and based on adopted curriculum mapping documents and Arizona standards | The teacher's instructional planning is well documented in written lesson plans. The instructional program utilizes the teacher's curriculum mapping documents and Arizona standards. The standards are NOT taught as isolated skills.<br>Other teachers are sent to this instructor as an exemplar. | The teacher's instructional planning is an example of best practices. The instructional program of this teacher utilizes their unique curriculum mapping documents and exceeds Arizona standards. The standards are used as a guideline and are routinely exceeded.<br>This teacher is routinely used as a mentor for others. |
| Planning and Preparation Quality Std. 2 | The teacher's content knowledge needs to be re-mediated with core courses. Training efforts should focus on developing content knowledge. | The teacher's content knowledge was not reflected and demonstrated in their planning and is missing in their own language. Because of this deficit the teacher struggles to make lessons relevant. | The teacher's content knowledge was reflected and demonstrated in their planning and is evident in their own language. | The teacher's content knowledge is superior. Their mastery of the language and content used in the classes they teach are evident. | The teacher's content knowledge is beyond expectations. They are considered an expert by their peers and this is reflected and demonstrated in their planning and the breadth of material covered in a typical class |
| Planning and Preparation Quality Std. 3 | There is limited teaching of vocabulary in this instructor's room. | Opportunities to teach vocabulary and language are sometimes missed. | Vocabulary is explicitly taught in this room and is a part of daily practice. | The teacher's mastery of vocabulary is reflected and demonstrated in their planning and is evident in their own use of and expectations for vocabulary and language use in their room. | The teacher's vocabulary and language use is intentional and evident in all subject areas they teach. Their students are anxiously engaged in vocabulary comprehension. |
| Planning and Preparation Quality Std. 4 | The teacher's planning reflected a lack of knowledge of most of their children's present level of achievement, individual interests and learning styles. There is little indication of consideration for students' background knowledge and other site specific demographic data. | The teacher's planning reflected an incomplete knowledge of each child's present level of achievement, individual interests and learning styles. The teacher has limited knowledge about each child's performance assessments. | The teacher's planning reflected a basic knowledge of each child's present level of achievement, individual interests and learning styles and considered students' background knowledge and other site and child specific demographic data. | The teacher's planning reflected a complete knowledge of each child's present level of achievement, individual interests and learning styles and considered students' background knowledge and other site and child specific demographic data. The teacher has a working knowledge of each child and keeps data on each child beyond Sequoia's expectation. | The teacher's planning reflected an absolute knowledge of each child's present level of achievement, individual interests and learning style. The teacher is considerate and versed about their students' background knowledge and other child specific data. Every child is known in this teacher's room. A principal would want to have their own child in this class if they attended this school. |

# Sequoia Schools Quality Standards Rubrics

| | | | | | |
|---|---|---|---|---|---|
| Assessment of Student Achievement Quality Std. 5 | There is little evidence that the intended results for students' learning are identified, measurable and used for instructional planning. This teacher needs staff development activities and coaching to improve their use of assessment to drive practice. The teacher has difficulty supporting their own formative and summative assessments. | There is some evidence that the results for students' learning are identified, measurable, and used for instructional planning. The teacher sometimes uses assessment results to determine and monitor each student's progress.<br><br>Use of formative and summative assessments to drive practice is emerging in this teacher's practice. | There is evidence that the intended results for students' learning are identified, measurable, and used for instructional planning. The teacher uses assessment results to determine and monitor each student's progress.<br><br>This teacher's formative and summative assessments are fair and accurate. | The intended results for student learning happen in this teacher's class. These results are identified, measurable, and used for superior instructional planning. The teacher uses performance assessments and their daily results are used to determine and monitor each student's progress. Students care about their performance in this teacher's class | Every assessment used in this class has a purpose. The intended results for student learning are guaranteed in this teacher's class. Students' strengths and weaknesses are identified daily and this performance data is used for superior instructional planning. Students CARE about what they are learning in this room. The teacher knows what they want the student to be able to UNDERSTAND and DO as the result of the instruction and can assess learning based on that knowledge. |
| Assessment of Student Achievement Quality Std. 6 | Student achievement and lesson success are not *professionally* measured. There is little evidence to determine that the instructor knows each child's current level of performance (i.e. Children are not known).<br><br>There is little evidence that required assessments are used to drive instruction. | Student achievement and lesson success are measured using an analysis that reflects a limited amount of instructor's knowledge of each child's current level of performance (i.e. Every child is known). Assessment is used to categorize rather than to direct instructional strategy. | Student achievement and lesson success are measured using an analysis that reflects the instructor's knowledge of each child's current level of performance (i.e. Every child is known).<br><br>Sequoia and teacher's own assessments drive instruction | Student achievement and lesson success is measured one child at a time. Testing is designed using an analysis that reflects the instructor's knowledge of each child's current level of performance (i.e. Every child is known).<br><br>The instructor evaluates each child against their own performance and assessment data. | Student achievement and lesson success is measured one child at a time and excelling students are highly challenged. Testing is designed to reflect the instructor's knowledge of each child's current level of performance (i.e. Every child is known).<br><br>The instructor not only evaluates each child against their own performance and assessment data but knows and uses international assessment data to drive their teaching. |
| Assessment of Student Achievement Quality Std. 7 | The teacher's assessments are not consistent with Sequoia guidelines (i.e. the assessments for students are either not done or not used to drive instruction). | The teacher's assessments are consistent with Sequoia guidelines (i.e. the assessments are up to date but there is little evidence that assessment drives instruction). | The teacher's assessments reflect and are consistent with Sequoia guidelines (i.e. the assessments are performed and are used by the teacher to help their student's progress beyond their current levels of education). | The teacher's assessments exceed Sequoia guidelines (i.e. the assessments reflect the instructor's own understanding of their students' current level of performance and correlates to student curriculum mastery). | The teacher's assessments exceed Sequoia guidelines (i.e. the performance assessments used by this instructor are exemplars for Sequoia). They clearly reflect the instructor's own understanding of their students' current level of performance. In addition the instructor's own performance assessments measure individual student's growth against those benchmarks. |

Sequoia SCHOOLS

# Sequoia Schools Quality Standards Rubrics

| | | | | | |
|---|---|---|---|---|---|
| Learning Environment Quality Std. 8 | This teacher is experiencing the "shock" of beginning classroom leadership, organization and management and is still "sorting things out." The teacher's personal concerns and insecurity are high. There is a tendency to overreact to discipline and classroom control issues. | This teacher is starting to have an academic focus to their program. Control of the room is maintained by adherence to sound rules, routines and structure. Students comply with classroom expectations sometime. | This teacher maintains an academic focus in their room. Students are on task and engaged a majority of the time. | The teacher consistently maintains an academic focus in their room. Students in this room want to come to school. They are on task and engaged consistently and genuinely care about what they are learning. | The teacher always maintains an academic focus in their room. Students in this room want to come to school and, when possible, stay beyond the school day. They are on task and consistently engaged at all times. The students in this teacher's room genuinely care about what they are learning and routinely exceed expectations. |
| Learning Environment Quality Std. 9 | The teacher's demeanor and language reflect the difficulty this instructor is having maintaining a learning environment. Students demonstrate limited understanding and respect of the classroom rules. | There is some evidence and artifacts indicating that classroom management, discipline and behavior plans are in place. The plans' elements are sometimes communicated in the teacher's demeanor and language. Students and parents have limited access to the plans. | There is a good amount of evidence and artifacts indicating that classroom management, discipline and behavior plans are in place. The plans are communicated in the teacher's demeanor and language and maintained consistently. Students and parents have access to the plans. | There is abundant evidence and artifacts indicating that classroom management, discipline and behavior plans are used. This teacher models the core values of Sequoia. Students and parents have access to the plans along with written examples of exemplary behaviors. This teacher makes sure that expected behaviors are noticed and rewarded. | There is always abundant evidence and artifacts indicating that classroom management, discipline and behavior plans are used. This teacher consistently models the core values of Sequoia. This is the kind of room in which principals would want their own children to be taught. |
| Learning Environment Quality Std. 10 | Teacher has to be reminded of Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>This behavior is often not apparent to parents, colleagues and students. | The teacher understands Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>There have been some issues involving parents, colleagues and students regarding the learning environment in this class. | The teacher models Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>This behavior is apparent to parents, students and colleagues who experience this room as a welcoming learning environment. | The teacher lives Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>Parents and students are attracted to this teacher's room and, where possible, often request this instructor. | The teacher embodies Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>This teacher is an exemplar of what a learning environment should feel like. |

# Sequoia Schools Quality Standards Rubrics

| | | | | | |
|---|---|---|---|---|---|
| Learning Environment Quality Std. 11 | This teacher's physical environment does not support the teaching and learning process. There is little connection between room decorations, displays and arrangements and learning expectations. | This teacher provides a physical environment that supports the teaching and learning process. However there should be more examples of student work to further enhance this environment. | This teacher provides a physical environment that supports the teaching and learning process. The majority of displays in this room reflect student work that models classroom learning expectations. | This teacher provides a physical environment that exemplifies that which students are learning and are expected to care about. | This teacher provides a physical environment that exemplifies that which students are learning and are expected to learn. In addition there are always opportunities for extended learning. The environment supports a learning community. |
| Instruction Quality Std. 12 | The teacher's lessons do not reflect the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which were designed to provide structure to the instructor's lessons. | The teacher's lessons reflect several of the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which have provided some structure to the instructor's lessons. | The teacher's lessons reflect all elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which have provided adequate structure to the instructor's lessons. | The teacher's lessons reflect best practices as defined in the Sequoia Staff manual and all of the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which enables the teacher to understand the intent and expected outcomes of their lessons. | The teacher's lessons reflect best practices as defined in the Sequoia Staff manual and all of the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which enables the teacher to understand and describe the intent, expected outcomes and educational reasoning for their instruction. |
| Instruction Quality Std. 13 | This instructor uses very limited instructional strategies and resources. Their practices are not often aligned with the school's instructional objectives or their curriculum map. Their use of curriculum mapping is not within the accepted standard. | This instructor uses limited instructional strategies and resources to teach. Their practices are not fully aligned with instructional objectives from their curriculum map. | This instructor uses varied instructional strategies, and resources. Their practices are normally aligned with instructional objectives from their curriculum map. | This instructor always uses appropriate instructional strategies, and resources to enhance their lessons. Their practices are always aligned with instructional objectives from their curriculum map. | This instructor always uses appropriate instructional strategies, research based practices and resources geared to students' learning styles to enhance their lessons. Their practices are always aligned with instructional objectives from their curriculum map |
| Instruction Quality Std. 14 | Students receive undifferentiated instruction and are expected to fend for themselves. Special education accommodations are left to the special education teacher or aide.<br><br>Students are treated as a large group. Instruction is not differentiated. | Attempts are made to differentiate but are limited to specific topics and not universally applied.<br><br>There is some grouping of students for instruction. | Most of this teacher's lessons are differentiated and reflect accommodations and modifications that meet the needs of the majority of their students.<br><br>Aides, when available, are used effectively.<br><br>Flexible instructional groupings are used in this classroom. | The teacher's lessons are differentiated and reflect accommodations and modifications that meet the needs of all of their students. Teacher directs the activities of the aide or specialist involved with their students.<br><br>Flexible instructional groupings are used in this classroom. Most instruction is individualized to the student. | Differentiated instruction is a way of doing things in this room. Students are unaware of the accommodations and modifications made as they are a way of being for this teacher. Specialists and aides follow this teacher's lead. |

# Sequoia Schools Quality Standards Rubrics

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| Instruction Quality Std. 15 | Feedback is not given in a manner that the children can use to improve their learning. Sarcasm may be an issue. | The teacher's feedback is limited to expectations for the entire group. | Feedback to students is provided consistently and on a timely basis and promotes student success and achievement. | Feedback to students encourages students' success and achievement. Even when the feedback communicates an unsatisfactory result it is never negative. | Feedback to students encourages them to achievement beyond expectations. Even when the feedback communicates an unsatisfactory result it is welcomed by the receiver. |
| Professional Responsibilities Quality Std. 16 | The teacher's practice is out of line with Sequoia Policies and Procedures. Supervisor has had to discipline or remind teacher of policy violations. | The teacher's practice is not always in line with Sequoia Policies and Procedures. | The teacher's practice is in line with Sequoia Policies and Procedures. | The teacher's practice exemplifies the letter and spirit of Sequoia Policies and Procedures. | The teacher is a partner in developing Sequoia Policies and Procedures |
| Professional Responsibilities Quality Std. 17 | The teacher does not attend Professional Development activities and does not seek to improve their practice. | The teacher has not applied practices from **Professional** Development initiatives. | The teacher participates in and contributes to Sequoia **Professional** Development initiatives. | The teacher is asked to lead Sequoia **Professional** Development initiatives. | The teacher leads and designs new Sequoia **Professional** Development initiatives. |
| Professional Responsibilities Quality Std. 18 | The teacher's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is far behind, incomplete or not performed at all. | The teacher's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is not always current. | The teacher's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is current and used to improve practice. | The teacher's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is current and has specific actions defined as a result of the data. | Data driven decision making is this teacher's way of being. The teacher's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is current. |
| Professional Responsibilities Quality Std. 19 | The teacher relies on group summative assessments to measure student progress. | The teacher uses formative and summative assessments but does not use these assessments in an effective manner to improve student outcomes. | Teacher provides formative, summative and performance assessments to parents that accurately reflect the child's abilities, deficiencies and progress. | Teacher provides formative, summative and performance assessments to parents that accurately reflect the child's abilities, deficiencies and progress. These are used to improve expected outcomes. | Teacher provides formative, summative and performance assessments to parents that accurately reflect the child's abilities, deficiencies and progress. These are used to exceed the expected outcomes. |

Sequoia SCHOOLS

# Sequoia Schools Quality Standards Rubrics

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| Professional Responsibilities Quality Std. 20 | This teacher's reports are typically late or inaccurate. | This teacher provides timely reports to parents (report cards, progress reports, etc.) There may be limited connection between the student's total performance and grades. | This teacher provides accurate and timely reports to parents (report cards, progress reports, etc.) There are accurate formative and summative assessments of the child's abilities. | This teacher provides exemplary and timely reports to parents (report cards, progress reports, etc.) The reports describe what the student can perform and how performance has changed during the year. | This teacher provides accurate and timely reports to parents. Report cards and progress reports are replete with performance standards and portfolio examples of student's work. |
| Student Academic Outcomes Quality Std. 21 | Teacher does not meet Sequoia's annual Classroom Incentive Fund Student Academic Outcome Goals for the grade level or subject area taught.<br><br>Student performance is stagnant. | Teacher approaches Sequoia's annual Classroom Incentive Fund Student Academic Outcome Goals for the grade level or subject area taught.<br><br>Students are under performing. | Teacher meets Sequoia's annual Classroom Incentive Fund Student Academic Outcome Goals for the grade level or subject area taught.<br><br>Students are performing | Teacher meets and exceeds Sequoia's annual Classroom Incentive Fund Student Academic Outcome Goals for the grade level or subject area taught.<br><br>Students are highly performing. | Teacher meets and exceeds annual Classroom Incentive Fund Student Academic Outcome Goals for the grade level or subject area taught.<br><br>Students are excelling. |

For more on this Quality Area please consult the Sequoia Schools Classroom Incentive Fund Plan

Sequoia Schools Quality Standards Rubrics

ADDENDUM 2 D

# Sequoia Schools Principal Effectiveness Rubrics

| | ***Survival Mode*** (Professional Improvement Plan in place) | ***Novice*** (Does not yet consistently meet standards) | ***Effective*** (Consistently meets standards) | ***Educational Leader*** (Masters standards, highly effective) | ***Professional Actualization*** (Sets standard for effectiveness) |
|---|---|---|---|---|---|
| Planning and Preparation Effectiveness Std. 1 | The principal does not effectively monitor instructional planning to ensure that lesson planning is documented. (Written lesson plans are not always available). Principal has not modeled or insisted on curriculum mapping documents. Principal has limited knowledge of Arizona standards | The principal's monitoring of instructional planning is not documented. Written lesson plans are inconsistently checked.<br><br>Principal has done limited checking on curriculum mapping documents. Principal has some knowledge regarding Arizona standards. | The principal can document that written lesson plans are done and based on adopted curriculum mapping documents and Arizona standards | Instructional planning is well documented in written lesson plans at this site. The instructional program utilizes curriculum mapping documents based in Arizona standards. The standards are NOT taught as isolated skills at this school as a result of effective supervision.<br><br>Other principals are sent to this site to observe best practices in action. | Instructional planning at this site is an exemplar of best practices. The instructional program of this school utilizes their unique curriculum mapping documents and exceeds Arizona standards. The standards are used as a guideline and are routinely exceeded.<br><br>This principal is routinely used as a mentor for other administrators. |
| Planning and Preparation Effectiveness Std. 2 | The principal's content knowledge needs to be re-mediated with core courses. The principal's professional development efforts should focus on developing content knowledge. | The principal's content knowledge was not reflected and demonstrated in their supervision documents and is missing in their own language. Because of this deficit the principal struggles evaluate whether lessons are relevant and the content is being taught correctly. | The principal's content knowledge was reflected and demonstrated in their observations and is evident in their own language.<br><br>The principal can guide the teacher's instructional practice. | The principal's content knowledge is superior. Their mastery of the language and content used in the classes they supervise is evident.<br><br>Teachers believe that this principal gives them opportunities for growth. | The principal's content knowledge is beyond expectations. They are considered an expert by their peers and this is reflected and demonstrated in their evaluations and observations.<br><br>Formal evaluations are helpful to the staff. Teachers want to work at this school because of the quality of instructional feedback. |
| Planning and Preparation Effectiveness Std. 3 | There is limited teaching of vocabulary going on in this school<br><br>The principal is unaware of the use of Marzano's list, SAT words, Dolch words, etc. at their school | Opportunities to teach vocabulary and language are often missed at this site.<br><br>The principal is not fully aware of Marzano's list, SAT words, Dolch words, etc. As a result there is little evidence in classrooms of deliberate vocabulary instruction. | Vocabulary is explicitly taught in this school and is a part of observable daily practice.<br><br>The principal is aware of and encourages use of Marzano's list, SAT words, Dolch words, etc. | The principal's mastery of vocabulary is reflected and demonstrated in their reviews and is evident in their own use of and expectations for vocabulary and language use in their school.<br><br>The principal has a high degree of familiarity with accepted models of vocabulary instruction. There is visible evidence of vocabulary instruction in classrooms. | The principal's vocabulary and language use is intentional and evident in all subject areas they supervise. Students and teachers at this school are anxiously engaged in vocabulary comprehension.<br><br>A high degree of familiarity with accepted models of vocabulary instruction is demonstrated by the principal. This is reflected in the classrooms environment. |

# Sequoia Schools Principal Effectiveness Rubrics

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| Planning and Preparation Effectiveness Std. 4 | The principal's observation reports reflected a lack of knowledge for most of their children's present level of achievement, individual interests and learning styles. There is little indication of personal awareness of students' background knowledge and other site specific demographic data. | The principal's observations reflected an incomplete knowledge of each child's present level of achievement, individual interests and learning styles. The principal has limited knowledge about how the teachers utilize each child's performance assessments. | The principal's observations reflected a basic knowledge of each child's present level of achievement, individual interests and learning styles and consideration of students' background knowledge and other site and child specific demographic data. This knowledge informs his/her observations of classroom teachers. | The principal's observations reflected a broad knowledge of each child's present level of achievement, individual interests and learning styles and consideration for students' background knowledge and other site and child specific demographic data. The principal has a working knowledge of each teacher and child and keeps classroom data on each child beyond Sequoia's expectation. | The principal's observations reflected an absolute knowledge of each child's present level of achievement, individual interests and learning style. The principal is considerate of and well versed about their students' background knowledge and other child specific data. Every child is known in this school. The principal knows each teacher's curriculum strengths and weaknesses. |
| Assessment of Student Achievement Effectiveness Std. 5 | There is little evidence that the intended results for student learning are identified, measurable and used for instructional planning. This principal needs staff development activities and coaching to improve their understanding of the use of assessment to drive practice. The principal has difficulty supporting teachers regarding formative and summative assessments. | There is some evidence that the results for student learning are identified, measurable, and used for instructional planning. The principal sporadically uses assessment results to determine and monitor each student's progress. Use of assessment results to drive classroom practice is emerging in this principal's practice. | There is evidence that the intended results for students' learning are identified, measurable, and used for instructional planning. The principal uses assessment results to determine and monitor each teacher's progress with each child.<br><br>This principal's can support teachers' formative and summative assessment efforts and assess if they are fair and accurate. | The intended results for students' learning happen at this principal's school. These results are identified, measurable, and used for superior instructional planning at the classroom level. The principal evaluates and uses performance assessments to determine and monitor delivery of instruction.<br><br>Teachers and students care about their performance in this school | Every assessment used in this school has a purpose. The intended results for student's learning are gauged by the principal. As a result of this students' strengths and weaknesses are identified daily and this performance data is used for superior instructional planning. Teachers CARE about student learning at this site. The principal and staff **know** what they want the student to be able to UNDERSTAND and DO as the result of the instruction and can assess instructional needs based on that knowledge. |

# Sequoia Schools Principal Effectiveness Rubrics

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| Assessment of Student Achievement Effectiveness Std. 6 | Student achievement and lesson success are not measured in classrooms at this school. There is little evidence to determine that the principal knows each teacher's current level of performance on benchmarks.<br><br>There is little evidence that required assessments are monitored or used to drive instruction. | Student achievement and lesson success are measured using an analysis that reflects a limited knowledge of each teacher's current level of understanding regarding assessment.<br><br>Assessment is used to categorize staff and children rather than to supervise for improvement. | Student achievement and lesson success are measured using an analysis that reflects the principal's knowledge and engagement in each teacher and child's growth.<br><br>Sequoia and principal's own assessments models drive supervision of instruction | Student achievement and lesson success is measured one child at a time. Principal ensures that any testing is designed using an analysis that reflects the instructor's knowledge of each child's current level of performance (see below).<br><br>The typical instructor evaluates each child against their own performance and assessment data. The principal monitors and can report on each instructor's use of performance assessments. | Student achievement and lesson success is measured one child at a time and excelling students are highly challenged at this site. Testing is designed to reflect the instructor's knowledge of each child's current level of performance (i.e. Every child is known). The principal supports and encourages this approach.<br><br>The instructor at this site not only evaluates each child against their own performance and assessment data but knows and uses international assessment data to drive their teaching. The principal monitors and guides each instructor's use of performance assessments. |
| Assessment of Student Achievement Effectiveness Std. 7 | The school's assessments are not consistent with Sequoia guidelines (i.e. the assessments for students are either not done or not used to drive instruction). | The school's assessments are consistent with Sequoia guidelines (i.e. the assessments are up to date but there is little evidence that assessment drives instruction). | The school's assessments reflect and are consistent with Sequoia guidelines (i.e. the assessments are performed and are used by the principal to help move their students progress beyond their current levels of education). | The school's assessments exceed Sequoia guidelines (i.e. the assessments reflect the principal's own understanding of their students' current level of performance which correlate to student curriculum mastery). | The school's assessments exceed Sequoia guidelines (i.e. the performance assessments used by this site are exemplars for Sequoia. They clearly reflect the principal's own understanding of their students' and school's current level of performance. In addition and as a result of the principal's supervision efforts the instructors' performance assessments measure individual student's growth against those benchmarks). |

# Sequoia Schools Principal Effectiveness Rubrics

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| Learning Environment Effectiveness Std. 8 | This principal is experiencing the "shock" of beginning school leadership." The principal's personal concerns and insecurity are high. There is a focus on discipline and classroom control issues rather than academics. | This principal is starting to have an academic focus to their program. Control and discipline are maintained by adherence to sound rules, routines and structure. Students comply with classroom expectations. | This principal maintains an academic focus in their school. Students are on task and engaged a majority of the time. | The principal consistently maintains an academic focus in their school. Students want to come to school here. They are on task and engaged consistently and genuinely care about what they are learning. | The principal always maintains an academic focus in their room. Students want to come to here and, where possible, stay beyond the school day. They are on task and consistently engaged at all times. The students in this principal's school genuinely care about what they are learning and routinely exceed expectations. |
| Learning Environment Effectiveness Std. 9 | The principal's demeanor and language reflect the difficulty they are having maintaining a learning environment. Students demonstrate limited understanding and respect of the school rules. | There is some evidence and artifacts indicating that classroom management, discipline standards and behavior plans are in place. The plans' elements are sometimes communicated in the principal's demeanor and language. Teachers and parents have limited knowledge of the plans. | There is a good amount of evidence and artifacts indicating that classroom management, school-wide discipline and behavior plans are in place. The plans are communicated in writing and in the principal's demeanor and language and maintained consistently. Teachers, students and parents have access to the plans. | There is abundant evidence and artifacts indicating that classroom management, school-wide discipline and behavior plans are used. This principal models the core values of Sequoia. Teachers, students and parents have access to the plans along with written examples of exemplary behaviors. This principal makes sure that expected behaviors are noticed and rewarded. | There is always abundant evidence and artifacts indicating that classroom management, school-wide discipline and behavior plans are used. This principal consistently models the core values of Sequoia. The highest degree of civility and manners are present here in an atmosphere of mutual respect. |
| Learning Environment Effectiveness Std. 10 | Principal has to be reminded of Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>This behavior is often not apparent to parents, colleagues and students. | The principal understands Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>There have been some issues involving parents, colleagues and students regarding the learning environment in this school. | The principal models Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>This behavior is apparent to parents, students and colleagues who experience this school as a welcoming learning environment. | The principal lives Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>Parents and students are attracted to this principal's school. | The principal embodies Sequoia's core value:<br>*We Respect and Are Kind and Courteous to All People, at All Times and in All Communications.*<br>This principal's school is an exemplar of what a learning environment should feel like. |

# Sequoia Schools Principal Effectiveness Rubrics

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| Learning Environment Effectiveness Std. 11 | This principal's school's physical environment does not support the teaching and learning process. There is little connection between school, room decorations, displays and arrangements and learning expectations. | This principal provides a physical environment that supports the teaching and learning process. However there should be more examples of student work to further enhance this environment. | This principal provides a physical environment that supports the teaching and learning process. The majority of displays in this room reflect student work that model classroom learning expectations. | This principal provides a physical environment that exemplifies that which students are learning and are expected to care about. | This principal provides a physical environment that exemplifies that which students are learning and are expected to learn. In addition there are always opportunities for extended learning presented in hallways and common areas. The environment supports a learning community. |
| Instruction Effectiveness Std. 12 | The principal's reviews of lessons do not reflect the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which were designed to provide structure to instructor's lessons. | The principal's reviews of lessons reflect several of the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which have provided some structure to the typical instructor's lessons. | The principal's reviews of lessons reflect all elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which have provided adequate structure to lessons at this site. | The principal's review of lessons reflects best practices as defined in the Sequoia Staff manual and all of the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which enables the teaching staff to understand the intent and expected outcomes of their lessons. | The principal's review of lessons reflect best practices as defined in the Sequoia Staff manual and all of the elements of Sequoia's observation guidelines (Madeline Hunter Model for Sequoia Schools) which enables the teaching staff to understand and describe the intent, expected outcomes and educational reasoning for their instruction. |
| Instruction Effectiveness Std. 13 | The instructor s at this school use very limited instructional strategies and resources. Their practices are not often aligned with the school's instructional objectives or their curriculum map. Their use of curriculum mapping is not within the accepted standard. | The instructor s at this school use limited instructional strategies and resources to teach. Their practices are not fully aligned with instructional objectives from their curriculum map. | The instructor s at this school use varied instructional strategies, and resources. Their practices are normally aligned with instructional objectives from their curriculum map. | The instructor s at this school always use appropriate instructional strategies, and resources to enhance their lessons. Their practices are always aligned with instructional objectives from their curriculum map. | The instructor s at this school always use appropriate instructional strategies, research based practices and resources geared to students' learning styles to enhance their lessons. Their practices are always aligned with instructional objectives from their curriculum map |
| Instruction Effectiveness Std. 14 | Students receive undifferentiated instruction and are expected to fend for themselves. Special education accommodations are left to the special education teacher or aide.<br><br>Students are treated as a large group. Instruction is not differentiated. | Attempts are made to encourage teachers to differentiate but are limited to specific topics and not universally applied.<br><br>There is some grouping of students for instruction. | Most of this school's lessons are differentiated and reflect accommodations and modifications that meet the needs of the majority of their students.<br><br>Aides, when available, are used effectively.<br><br>Flexible instructional groupings are used in the classrooms. | Teaching is differentiated and reflects accommodations and modifications that meet the needs of all of their students. Principal and teachers direct the activities of the aide or specialist involved with their students.<br><br>Flexible instructional groupings are used in the classrooms here. Most instruction is individualized to the student. | Differentiated instruction is a way of doing things. Students are unaware of the accommodations and modifications made as they are a way of being for this principal. Specialists follow this principal's lead and provide interdisciplinary learning opportunities and coordinated efforts with the classroom teachers. |

# Sequoia Schools Principal Effectiveness Rubrics

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| Instruction Effectiveness Std. 15 | Feedback is not given in a manner that the teachers can use to improve instruction. Sarcasm may be an issue. | The principal's feedback is limited to expectations for the staff as a whole. | Feedback to teachers is provided consistently and on a timely basis and promotes student success and achievement. | Feedback to teachers encourages them to focus on students' success and achievement. Even when the feedback communicates an unsatisfactory result it encourages improvement rather than discourages the teacher. | Feedback to teachers encourages them to achievement beyond expectations. Even when the feedback communicates an unsatisfactory result it is welcomed by the receiver. |
| Professional Responsibilities Effectiveness Std. 16 | The principal's practice is out of line with Sequoia Policies and Procedures. Supervisor has had to discipline or remind principal of policy violations.<br>301 plans, grant related paperwork and administrative duties are not complete. | The principal's practice is not always in line with Sequoia Policies and Procedures.<br>301 plans, grant related paperwork and administrative duties are complete but late. | The principal's practice is in line with Sequoia Policies and Procedures.<br>301 plans, grant related paperwork and administrative duties are complete. | The principal's practice exemplifies the letter *and spirit* of Sequoia Policies and Procedures.<br>301 plans, grant related paperwork and administrative duties are exemplary. Principal can guide new principals on these matters. | The principal is a partner in developing Sequoia Policies and Procedures.<br>301 plans, grant related paperwork exemplars and administrative duties lists are designed by this principal. |
| Professional Responsibilities Effectiveness Std. 17 | The principal does not attend Professional Development activities and does not seek to improve their practice. | The principal has not applied practices from Professional Development initiatives. | The principal participates in and contributes to Sequoia Professional Development initiatives. | The principal is asked to lead Sequoia Professional Development initiatives. | The principal leads and designs new Sequoia Professional Development initiatives. |
| Professional Responsibilities Effectiveness Std. 18 | The principal's record keeping (i.e. School Benchmarks and their related components, AIMS related testing data and district data submissions) is far behind, incomplete or not performed at all. | The principal's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is not always current. | The principal's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is current and used to guide improved practice. | The principal's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is current and they have specific actions defined as a result of their data.analysis. | Data driven decision making is this principal's way of being. The principal's record keeping (i.e. Benchmarks and their related components, AIMS related testing data and district data submissions) is current. |
| Professional Responsibilities Effectiveness Std. 19 | The principal relies on group summative assessments to measure student progress. | The principal encourages the use of formative and summative assessments but does not know how to use these assessments in an effective manner to improve student outcomes. | Principal provides formative, summative and performance assessments when coaching teachers. They have designed these to accurately reflect the child's abilities, deficiencies and progress. | Principal is able to provide formative, summative and performance assessments to parents that accurately reflect the child's abilities, deficiencies and progress. These are used to improve expected outcomes. | Principal provides formative, summative and performance assessments to parents that accurately reflect their child's abilities, deficiencies and progress. These are used to exceed the expected outcomes. |

# Sequoia Schools Principal Effectiveness Rubrics

ADDENDUM 3 A

Sequoia SCHOOLS

# Professional Socialization Hierarchy for Teachers

**(Developmental Stage Theory of Teachers) Parkay et al (1992, p. 56) As Developed by Cardine (2004)**

| | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|---|
| | ***Survival*** | ***Control*** | ***Stability*** | ***Educational Leader*** | ***Professional Actualization*** |
| Classroom Management and Discipline | Individual teacher experiences the "shock" of beginning classroom leadership and has concern with "sorting it out".<br>Personal concerns and insecurity are high.<br>Tendency to overreact can be high. | Primary concern is setting priorities for the class and "getting on top" of the situation.<br>Behaviors toward students are legitimated by ***positional power*** rather than personal power. | Classroom management tasks are handled effectively and efficiently.<br>Difficulties related to facilitating instruction are accepted.<br>Individual achieves "veteran" status in the organization. | Primary focus is on curriculum and delivery of instruction.<br>Confirmation comes from external sources (district personnel, faculty at site, outside professionals, parents).<br>Teacher's behaviors are "legitimated" by their personal power. | Confirmation comes from within.<br>Focus is on attaining personal vision (i.e., creating a classroom culture characterized by empowerment, growth and authenticity). |
| Student Motivation, Setting of Expectations | Students are there because they "have to be there".<br>Teacher operates in crisis mode and has low professional expectations. | Students and support staff try to get what the teacher intended.<br>Unexpectedly high failure.<br>Student motivation low. | Student expectations are clear & meaningful.<br>Students are successful.<br><br>Stabile growth of student body. | Students have high expectations of success and confidence in their growth as learners<br>Students and parents seek out and request teacher.<br>Growth of Sequoia Pathway Program | Other teachers seek this teacher out for advice..<br>Parents and students compete for open slots at Sequoia Pathway.<br>Teacher designs innovative programs for her / his room. |

Sequoia SCHOOLS

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| Alignment of Curriculum Mapping, Instruction and Evaluation | Lessons are disjointed. When things go right it is a Miracle.<br><br>Teacher is reading yet not understanding the data provided in standardized testing.<br><br>Curriculum is taught. | Teaching is beginning to be focused and purposeful.<br><br>Summative evaluations are the only method of evaluation of student work.<br><br>Mapping of curriculum begins. | Teaching is focused. Goals and objectives are met and measurable. Magic moments happen but are undefined in teacher's mind.<br><br>Formative and summative evaluations are used.<br><br>Teacher connects various subject areas in meaningful ways. | Teaching is purposeful and child centered. Each child is taught at their own pace. Integration of subjects has begun.<br><br>Formative evaluations and summative evaluations inform the teacher's practice.<br><br>Individualized instructions reflect this synergy. | Differentiation of instruction is seamless. Individualization occurs in every subject at all times.<br>Learning is intentional and well grounded in theory.<br><br>Formative and summative as well as performance based evaluations are used to guide practice. Teacher can state the reason for their observed behavior in the class. |
| Use of Vocabulary and Purposefulness of Instruction | Vocabulary and language are taught in a disjointed manner.<br><br>Subject areas are distinct and unrelated one to another in the children's day. | Vocabulary is taught in a conscientious manner. Linkage between subjects is emerging.<br>Integration of subjects is starting. | Vocabulary is taught across the subject areas and is meaningfully linked. Integration of subjects is starting to occur as a planned part of instruction. | Vocabulary and integration of subjects is magical. It occurs all day in every moment.<br><br>Theory is beginning to inform the teacher's purposeful behavior. | Vocabulary is embedded in every day language and is taught in a spiraling and purposeful way.<br><br>Learning is a way of being for students and teacher. |

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| Mentoring Needs of the Teacher. | Mentoring focus needs to be on policy and procedures.<br>Needs help interpreting student handbooks and expected outcomes. | Mentoring helps teacher move from using ***positional power*** to personal power. | Mentoring focus is on managing the school's vision.<br><br>Teacher can state goals and intended results knows what they want students to care about in lessons.. | Mentoring focus is on curriculum and delivery of instruction.<br><br>Educational theory and methodology are explored and studied with the mentor as guide. | Strong mentorship relation is cemented with high expectations of professional growth and development.<br>Teacher may be asked to coach another teacher. |
| Staff Development Activities of Teacher | Teacher is engaged in learning organizational rules and objectives.<br>Mentor directs program of study for the teacher by leading readings and discussions on Educational and Learning Theory. | Teacher is engaged in clarifying goals and policies with other staff.<br>Mentor engages teacher in reading and study of Classroom management from four perspectives, situational leadership, and case studies on teaching. | Teacher is engaged with other teachers and monitors the educational environment in the school and grade they are assigned to.<br>Mentor suggests strategies to effectively facilitate intentional practice.<br>Readings and workshops are picked together. | Teacher starts to manage staff development activities for staff.<br>Students have high expectations of success and are confidence in their growth.<br>Mentor assists leader in fully understanding Supervision and Evaluation program at site.<br>Master's level readings and research. | Teacher's reputation attracts other exceptional teachers to apply to site for jobs.<br>Teacher is ready to mentor new teachers in Sequoia methods.<br>Learning is a "way of being" for the teacher.<br><br>Mentor assists in working on design of site-specific educational opportunities at the building directed with Administrative support. |

ADDENDUM 3 B

# Professional Socialization Hierarchy for Principals

**(Developmental Stage Theory of Principals) Parkay et al (1992, p.56) modified and revised by Curtis J. Cardine**

| Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|
| ***Survival*** | ***Control*** | ***Stability*** | ***Educational Leader*** | ***Professional Actualization*** |
| Individual principal experiences the "shock" of beginning leadership and has concern with "sorting it out". Personal concerns and insecurity are high. Tendency to overreact can be high. | Primary concern is setting priorities and "getting on top" of the situation. Behaviors are legitimated by ***positional power*** rather than personal power. | Frustrations become routinized, and management related tasks are handled effectively and efficiently. Difficulties related to facilitating change are accepted. Individual achieves "veteran" status in the organization. | *Primary focus is on curriculum and delivery of instruction.* Confirmation comes from external sources (district personnel, faculty at site, outside professionals). Principal's behaviors are "legitimated" by their personal power. | Confirmation comes from within.<br><br>Focus is on attaining personal vision (i.e., creating a school culture characterized by empowerment of staff and students, growth and authenticity). |
| Student body is there as a last resort or because they "have to be there". Staff operates in crisis mode and has low professional expectations. High turnover (churn). | Students and staff try to "figure out" what the principal and organization's expectations are. Unexpectedly high failure rate and turnover. Motivation low. | Staff and student expectations are clear. Students and staff are successful.<br><br>Stable growth of student body. | Staff and students have high expectations of success and confidence in their professional growth. Students and parents seek out Sequoia. Growth of Sequoia Program | Organization attracts exceptional teachers. Parents and students compete for open slots in programs. Program design in building directed with Sequoia's support. |

***Characteristics of Work with Mentor (Assistant Superintendent) at each Stage***

| Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|
| ***Survival*** | ***Control*** | ***Stability*** | ***Educational Leader*** | ***Professional Actualization*** |
| Mentoring focus needs to be on policy and procedures. Construction and interpretation of student handbooks and educational outcomes. | Mentoring helps principal move from using ***positional power*** to personal power. | Mentoring focus is on managing the school's vision. Assists principal in making school's culture and method routine to staff and students. | Mentoring focus is on advising on curriculum and delivery of instruction. Educational theory and methodology are explored and studied with the mentor as guide. | Strong mentorship relation is cemented with high expectations of professional growth and development. Principal may be asked to coach another principal. |
| Principal is engaged in learning organizational goals and objectives.<br><br>Mentor directs program of study for the leader by leading readings and discussions on Organizational Management Theory and Educational Theory. | Principal is engaged in clarifying Sequoia goals and policies with staff.<br><br>Mentor engages leader in reading and study of Management from four perspectives, situational leadership, and case studies on leadership. | Principal is engaged with community and monitors the educational environment in the area.<br>Mentor suggests strategies to supervise and evaluate staff and assists leader in managing the school's vision. Readings and workshops are picked together. | Principal starts to manage staff development activities for staff. Staff and students have high expectations of success and confidence in their professional growth.<br><br>Mentor assists leader in supervision and evaluation program at site.<br>Master's level readings and research. | Principal's reputation attracts exceptional teachers to apply to site for jobs.<br>Principal is ready to mentor new principals in the Sequoia system.<br>Learning is a "way of being" for the principal.<br><br>Mentor assists in working on design of site specific educational opportunities building directed with organization's support. |

***Principal's Management of Curriculum, Assessment and Instruction***

| Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|
| ***Survival*** | ***Control*** | ***Stability*** | ***Educational Leader*** | ***Professional Actualization*** |
| Data management and assessment materials aren't reviewed or utilized to impact student achievement.<br><br>Supervision and evaluation are not connected and only being done when requested by administration. | Teachers comply with data collection and principal uses data collection and assessment to gain compliance with Sequoia Policies.<br><br>Supervision and evaluation are used for disciplinary purposes only. | Principal and teacher meet consistently to discuss data collection and assessment tools used in the classroom.<br><br>Consistent use of data and assessment exists. Supervision is distinct from evaluation. | Principal supervises teacher from strong knowledge of data in each room, provides advice and guidance on assessment tools making sure performance assessments are part of the program.<br>Supervision reflects principal's educational leadership. Evaluations confirm high standards of school. | Principal leads staff through data analysis and clarifies teachers use of formative, summative, and performance assessments.<br><br>Teachers go to principal for guidance on assessment practices.<br><br>Teachers request ongoing class visits and supervision to improve their practice. |
| Teachers are confused about educational program.<br>Differentiated instruction is only being done in rooms where master teachers are in charge.<br><br>Principal has minimal understanding of integrated instruction, data analysis and supervision and evaluation | Teachers comply with curriculum mapping initiative.<br><br>Principal directs teachers to use integrated instruction and differentiated instruction but cannot articulate what that means to staff. | Supervision and evaluation of staff reflects connection with curriculum, school goals, and staff development.<br><br>Teachers know supervision and evaluation protocols. | Leader starts to manage staff development activities for staff. Staff and students have high expectations of success and confidence in their professional growth.<br><br>Mentor assists leader in Supervision and Evaluation program at site.<br>Master's level readings and research. | Leader's reputation attracts exceptional teachers to apply to site for jobs.<br>Leader is ready to mentor new principals in the Sequoia system.<br>Learning is a "way of being" for the principal.<br><br>Mentor assists in working on design of site specific educational opportunities building directed with organization's support. |

***The Implications of Stage Theory on Coaching, and Mentoring of Sequoia Principals:***

*The primary goal (intention) of the Sequoia principal support program will be to help new and existing principals move through Stages 1 and 2 as quickly as possible. Sequoia feels that without mentoring and support principals may struggle with personal concerns and strive to lead by asserting their authority (leading from positional power). In addition, principals may seek advice and help from successful principals in our programs and attempt to moderate their programs and approach to "match". This is sometimes done without regard to leadership styles and traits that may be a factor in the success of the principal that they are seeking assistance from. This mismatch in results can lead to frustration on the part of the principal. We seek to avoid this problem by providing each principal with a highly personalized supervision model based on where he/she is in their professional development.*

***The Sequoia Approach:***

*Our organization recognizes that the growth of our programs and sites will be dynamic in the coming years. This growth will drive several changes in the leadership roles and organization of our company and will include the need for principals and assistant principals. We recognize that our principals and aspiring principals are working diligently to maintain their sites and grow their programs in a dynamically changing organization. This need has led Sequoia to begin an induction and support process for individuals designed to enhance professional effectiveness and foster continued growth during this time of intense learning. We are an educational organization and as such desire to be a learning organization that supports the professional growth of our administrative staff and teachers.*

***An Individualized Differentiated Approach:***

*When principals or aspiring principals are in a survival or control stage, Sequoia's mentoring approach will be similar to our philosophic approach to student learning, individualized, differentiated and comprehensive. When a school leader is in survival or control stage, for example, our mentoring program will be somewhat different from when the aspiring principal is in the stability stage. A high degree of focus will be on following Sequoia protocols, policies and procedures. We intend to move every school leader to stability as soon as possible. As an aspiring principal becomes more competent the role of the mentor will be to help them stretch and expand their scope beyond the day-to-day management of their schools. Each principal or aspiring principal's professional growth as a Sequoia educational leader is of paramount importance to Sequoia.*

*Sequoia's induction and mentoring are multi-dimensional processes that will strengthen our educational leaders' knowledge, skills and dispositions. We realize our aspiring principals are the face of a Sequoia Education to parents, students, community leaders and staff at our sites. Our commitment to their development as educational leaders is the intent of this program.*