

UCAPP 3.0 TM Instructional Supervision Task Rubric 2021-2023 / CAEP & NELP Alignment

Name: Instructional Supervision Cycle Task - Spring Year 1

Obs. Cycle	Emergent 14 (14.00%)	Developing 16 (16.00%)	Meets Expectations 18 (18.00%)	Advanced 20 (20.00%)
<p>Leadership to Support Teaching & Learning (20%)</p> <p><u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge</p> <ul style="list-style-type: none"> • data analysis for supportive school environment <p><u>NELP</u> 1,2, 6.2, 7,4</p>	<ul style="list-style-type: none"> • No apparent connection to teaching or learning needs; • Could have been completed without ever observing teacher practice. 	<ul style="list-style-type: none"> • Limited data sources or analysis of teacher observation data; • Identified goals do not address teacher performance or student learning; • Feedback does not identify performance success and/or is not actionable; • Lacks alignment to school or district priorities 	<ul style="list-style-type: none"> • Analyzes teacher observation data for aggregate population and subgroups; • Identifies individual teacher performance successes; • Identifies specific and measurable goals to support teacher growth and enhance Tier I instruction; • Provides actionable feedback, aligned to teacher evaluation rubric, to identify ongoing learning opportunities to improve teacher practice; • Recommendations for improvement align to school vision, mission, and/or improvement plan 	<ul style="list-style-type: none"> • Evidence of historical teacher performance data and goals taken into account in feedback and recommendations for professional growth; • Strong actionable feedback and recommendations define: (1) Clear alignment to data/evidence collected from teacher observation process with solid identification of specific population(s) and area(s) for ongoing teacher growth and improvement of instructional practices; (2) Specific, measurable goals and sources of support/professional learning that target the teacher's assessed professional needs and enhance Tier I & Tier II instruction; (3) Strategies to grow built on identified strengths; (4) Meaningful alignment to school and district improvement priorities and/or initiatives

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<p>Leadership to Support School Culture & Capacity (20%)</p> <p>CAEP RA 1.1 - Content & Pedagogical Knowledge • leads collaborative activities</p> <p>NELP 2.1, 3.3, 7.3</p>	<ul style="list-style-type: none"> • No apparent connection to school culture or capacity 	<ul style="list-style-type: none"> • Limited data sources or analysis; context and/or root cause not considered; • Individual teacher growth plan has limited alignment to school professional development plan and/or identified professional learning needs; • Limited alignment to school vision and/or improvement plans to build culture and capacity 	<ul style="list-style-type: none"> • Ample individual teacher data evident to aggregate population and subgroups; • Feedback is attentive to priority group(s) and/or special populations; • Ongoing teacher professional learning needs are clearly defined; • Recommendations support a respectful instructional environment that fosters teacher growth, relationships, and a positive climate; • Professional learning recommendations for teacher growth align to and validate importance of the school's professional development plan and/or identified professional learning needs, including district improvement priorities and initiatives to strengthen culture and capacity 	<ul style="list-style-type: none"> • Analyzes individual teacher data for aggregate population and subgroups to firmly frame actionable feedback; • Recommendations for improvement align directly to school and district priorities and initiatives; • Improvement areas meaningfully build on teacher strengths and support individual as well as organizational culture and capacity; • Improvement plan fosters trust and professional rapport; • Professional learning improvement plan reinforces short-and long-term goal setting and professional learning based on teaching and learning evidence

Obs. Cycle	Emergent 14 (14.00%)	Developing 16 (16.00%)	Meets Expectations 18 (18.00%)	Advanced 20 (20.00%)
<p>Equity (20%)</p> <p>CAEP RA 1.1 - Content & Pedagogical Knowledge • application of dispositions /ethics</p> <p>NELP 3.3, 4.2</p>	<ul style="list-style-type: none"> • Does not provide feedback and/or recommendations to support improvement of achievement, participation, service, and/or support outcomes 	<ul style="list-style-type: none"> • Feedback and recommendations for improvement are provided but not connected to improving achievement, participation, service, and/or support outcomes in an equitable manner 	<ul style="list-style-type: none"> • Feedback and recommendations for improvement promote achievement, participation, service, and/or support outcomes through an equity or culturally responsive lens 	<ul style="list-style-type: none"> • Advocates for differentiated action(s) and provides support to promote achievement, participation, service, and/or support outcomes through an accessible, challenging, and inclusive learning environment for all students

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Obs. Cycle	Emergent 10.5 (10.50%)	Developing 12 (12.00%)	Meets Expectations 13.5 (13.50%)	Advanced 15 (15.00%)
<p>Inquiry Cycle (15%)</p> <p>CAEP RA 1.1 - Content & Pedagogical Knowledge</p> <ul style="list-style-type: none"> • data analysis for supportive school environment <p>NELP 2.1, 6.2, 7.4</p>	<ul style="list-style-type: none"> • Omission of essential diagnosis and analysis steps required to collect observation data and give feedback to teacher 	<ul style="list-style-type: none"> • Implements steps with limited strategy or coherence; • Insufficient understanding the inquiry-based learning process and use of evidence informed improvement recommendations; • Limited description of data, process, and judgment considerations for identifying: 1) specific and measurable goals, 2) sources of support/professional development that targets teacher’s professional needs, and 3) alignment to improvement initiatives 	<ul style="list-style-type: none"> • Strategic and coherent implementation of steps to understand teacher's strengths and areas of needed improvement through the use of the district’s annual teacher evaluation plan; • Evidence-informed inquiry cycle guided recommendations to improve teacher practice; • Provides a clear description of data, process, and judgment for identifying: 1) specific and measurable goals, 2) targets for teachers and students' learning needs, and 3) alignment to identified school and/or district improvement initiatives 	<ul style="list-style-type: none"> • Skillful Implementation of the five steps in the inquiry cycle in understanding and leading others to capture teacher's strengths and identify areas of needed improvement, both in terms of short- and long-term professional growth/learning; • Purposeful evidence-based inquiry cycle, using multiple sources of evidence to identify patterns / themes, informed improvement recommendations; • Purposefully leads others to identify: 1) specific, actionable, and measurable goals, 2) sources of high-quality professional learning that targets teacher's professional needs, and 3) practical alignment to school and district strategic plans

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Personal Leadership (15%)	<ul style="list-style-type: none"> Minimal self-awareness of leadership skills and dispositions needed to successfully complete this task. 	<ul style="list-style-type: none"> Limited intentionality expressing application of knowledge & skills; No apparent connection to apply/test ToA or focus on LDP goal(s). Reflection does not describe leadership learning 	<ul style="list-style-type: none"> Tests and employs aspect(s) of their espoused theory of action during the process; Describes connection between effort and goal(s) identified in leadership plan; Reflection describes leadership learning in planning future observations 	<ul style="list-style-type: none"> Articulates verification and/or adjustment to ToA and/or progress on LDP goal(s) based on implementation and leadership learning; Reflection provides in-depth examples and application of leadership learning with specific areas for application in future observations

Obs. Cycle	Emergent 7 (7.00%)	Developing 8 (8.00%)	Meets Expectations 9 (9.00%)	Advanced 10 (10.00%)
Language Mechanics & Expression (10%)	<ul style="list-style-type: none"> Organization or expression is unclear and does not meet standard expected of a school or district leader. 	<ul style="list-style-type: none"> Organization or expression limits the readability or clarity of the ideas related to the improvement cycle and does not meet standard expected of a school or district leader. 	<ul style="list-style-type: none"> Organization and expression meets standard for a school or district-level leader; Effectively describes the process, outcomes, and lessons learned 	<ul style="list-style-type: none"> Organization and expression persuasively articulates a plan related to the improvement cycle and exceeds the standard for a school or district leader.