NINEVEH – HENSLEY – JACKSON UNITED SCHOOL CORPORATION

PROFESSIONAL STAFF

EVALUATIONTOOLKIT

2025-2026

COMPILED AND PREPARED BY THE NHJUSC PROFESSIONAL EVALUATION COMMITTEEEE

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GLOSSARY OF TERMS

- **Awareness Plan** - A collaborative professional development plan where the teacher and Principal / Director work together to identify concerns, develop both strategies and the timeline necessary to allow for improvement. Required for any teacher that is in categories "Needs Improvement" or "Ineffective"

- **Assistance Plan -** An evaluator directed professional growth plan to be used with any teacher who fails to obtain improved growth by means of an "Awareness Plan". Identified concerns, strategies for improvement, and a timeline are all required components to allow for teacher improvement. This plan can be used only when: A teacher is already using an Awareness Plan and is in the categories of either "Needs Improvement" or "Ineffective"

- **Beginning-of-Year Conference -** A conference in the fall during which a teacher and primary evaluator discuss the teacher's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.

- **Domains -** These are the components of the Teacher Effectiveness Rubric on which each teacher will be evaluated. There are four domains in the rubric:
    - Domain 1 – Planning
    - Domain 2 – Instruction
    - Domain 3 – Leadership
    - Domain 4 – Core Professionalism

- **End-of-Year Conference -** A conference in the spring during which the teacher and primary evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

- **Final Summative Evaluation –** The final document that each teacher will receive with the complete results of their evaluation.

- **Growth -** Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

- **Observation –** An unannounced observation lasting approximately 40 minutes. This will occur a minimum of two times per year. Additional, formal observations may occur contingent upon teacher performance.

- **Pre- or Post- Observation/Planning Profile –** A list of questions about your teaching practices that each teacher will be asked to complete for their evaluator either prior to or after an observation. This will give the teacher an opportunity to inform the evaluator on those aspects of the teacher that may not be easily observed during the observation process.

- **Professional Judgment -** A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

- **Professional Practice** - *Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.*

- **Walkthrough** - *A series of 10 – 20 minute classroom visits by an evaluator. These will be unannounced and will occur a minimum of one (1) time throughout the school year. The evaluator will complete an observation form after each walkthrough using Pivot.*

- **Final Summative Evaluation** – *The final document that each teacher will receive with the complete results of their evaluation.*

- **Rating Categories** - *There are four ratings which will be used to score each domain on the Teacher Effectiveness Rubric, as well as for each teacher's overall rating on the Final Summative Evaluation:*

  - Highly Effective
  - Effective
  - Improvement Necessary
  - Ineffective

Performance Level Ratings Defined

Each teacher will receive a rating at the end of the evaluation cycle in one of four performance levels:

☐**Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

☐**Effective**: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

☐**Improvement Necessary**: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

☐**Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Nineveh-Hensley-Jackson United School Corporation
Criteria for Teacher Evaluation Process

I. Component	II. Description
NHJ USC Evaluation Plan in Compliance with IC 20-28-11.5-8(d)	
Evaluation Model	Nineveh-Hensley-Jackson (NHJ) Evaluation Model
Walkthrough Observations	A minimum of 1 per year, per teacher. Approximately 10 - 20 minutes each. Feedback to teachers within seven (7) business days.
Formal Observations	A minimum of 2 per year per teacher, approximately 40-60 minutes each. Feedback to teachers within seven (7) business days. Reduced to 1 if Highly Effective in the previous school year
Final Summative Evaluation	This document is the culmination of all observations, dialogue and data collected over a course of the year to determine the status for any given teacher in one of four categories: Highly Effective, Effective, Needs Improvement, & Ineffective Teacher will receive final summative copy within 7 days of the Final Summative Evaluation Meeting.
Teaching/Planning Profile	Submitted by the teacher to articulate teaching practices to help aid evaluators with what takes place within the classroom setting.
Pre-conference	Voluntary at the request of either teacher or evaluator
Post conference	Required only with formal observations, the conference must take place within five (5) school days after the formal observation takes place.
Awareness Plan	A collaborative professional development plan where the teacher and Principal / Director work together to identify concerns, develop both strategies and the timeline necessary to allow for improvement. Required for any teacher that is in categories "Needs Improvement" or "Ineffective"
Assistance Plan	An evaluator directed professional growth plan to be used with any teacher who fails to obtain improved growth by means of an "Awareness Plan". Identified concerns, strategies for improvement, and a timeline are all required components to allow for teacher improvement. This plan can be used only when: A teacher is already using an Awareness Plan and is in categories of either "Needs Improvement" or "Ineffective"
S.M.A.R.T. Goal	This has been removed from the evaluation and calculation process 2024 .
School-wide Learning Measure (SWL). No longer in use per HEA 1002	This has been removed from the evaluation and calculation process per Indiana Legislative Action (2020).
Individual Growth Model (IGM). No longer in use per HEA 1002	This has been removed from the evaluation and calculation process per Indiana Legislative Action (2020).

Nineveh-Hensley-Jackson United School Corporation
Criteria for Teacher Evaluation Process
Percentage Distribution for Final Evaluation Rating

The components that comprise the Teacher Effectiveness Rubric (TER) will be used to determine the final evaluation rating of any teacher. Option 2 will be used for the current school year.

Option 1: Weighting Measures for districts evaluating professional practice with additional components.
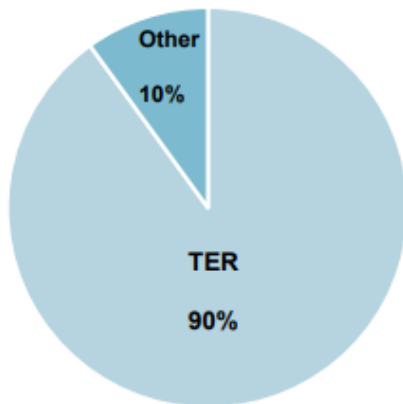
Option 2: Weighting Measures for districts evaluating professional practice without additional components.

Other
10%

TER
90%

TER
100%
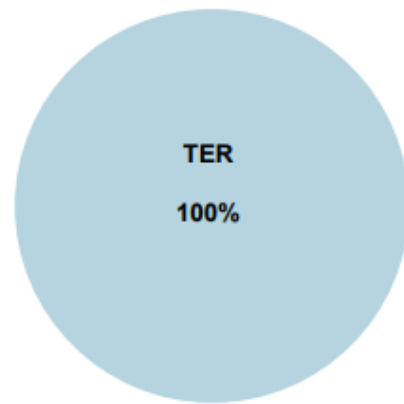
Compared across groups, the weighting looks as follows:

Component	Option 1	Option 2
Teacher Effectiveness Rubric	90%	100%
Other Components	10%	

Evaluative Observation Cycle Checklist Items

✔	Date	Descriptor/Action
		Unannounced, 10 – 20 minute walk-through observation completed.
		Electronic sign-off/feedback of 10 – 20 minute walk-through (Conference may be requested by either party). Feedback provided within five (5) days of the observation.
		Unannounced, 40 minute observation is conducted by the observer.
		Teacher has submitted the post-observation planning profile summary to the observer, within three days after the observation.
		40-Minute, observation post-conference is conducted (within 7 days of the observation).
	December	Winter Break
		Unannounced, 40 –minute observation is conducted by the observer.
		Teacher has submitted the post-observation planning profile summary to the observer, within three days after the observation.
		40 – Minute, observation post-conference is conducted (within 7 days of the observation).
		Evaluator and Staff member conduct conference to review Domain 3: Leadership Competencies and Domain 4: Core Professionalism additional evidence.
	May	Principal conducts TER Summative Evaluation Conference based on all pieces of collected evidence (observations, leadership domain evidence and core professionalism evidence).

Student Teacher Experience

A school corporation's number one focus should be providing its students high quality instruction every day of the school year. An effective teacher leading a classroom is the greatest school-based factor when it comes to students making significant academic gains.

Student teachers can be a valuable resource in creating these high-quality educational opportunities. Additionally, student teaching programs have the added benefit of providing future teachers with valuable, on-the-ground learning experiences. However, some school corporations may be concerned the presence of student teachers may not have a positive impact on classrooms, which could also impact the mentor teachers' performance evaluation results. This concern presents school corporations an opportunity to **engage colleges of education on the expectations for teachers in a new world of heightened accountability** and the adequacy of their preparation for success in the classroom.

Therefore, the Nineveh-Hensley-Jackson USC will continue to accept student teachers to further the advancement of future classroom professionals with the following assurances in place to support both the mentor and student teacher. It is to be understood that the mentor teacher shall remain in control of the academic content and pacing of the delivery of that content. It is to be further understood, that the mentor teacher has the right to remain in the classroom at all times in order to instruct cooperatively with the student teacher, or to provide continuous feedback and support to the student teacher **during the delivery of standards and content** that may affect the final summative rating of the mentor teacher.

Ineffective Teacher Assignment for Students 2 Consecutive Years

IC 20-28-11.5-7
Students instructed by teachers rated ineffective; notice to parents required

Sec. 7.

(a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a) (1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.
As added by P.L.90-2011, SEC.39.

<center>Sample Letter</center>

To the Parent of:

This letter is to inform you that your child, (insert name), has been assigned to the classroom of (insert staff member's name). Your child's current teacher has earned a rating of 'Ineffective' during his or her evaluation process for the previous academic school year. Your child will now be served by a teacher defined as ineffective for two consecutive years. An ineffective teacher is defined as the following:

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

The school corporation was unable to place your child in another teacher's classroom for the following reason:

(Insert teacher's name) is the only teacher who provides (insert course).

If you have questions, please do not hesitate to contact me at my number below. We will work as a school community to provide your child with the greatest educational opportunities possible, and continue working with the staff member to ensure improvement of their professional craft.

Respectfully,

(Insert Principal's Name),
Principal
Indian Creek (insert) School
Telephone: (317) 878-****

Legislative Provision: IC 20-28-11.5-4 (c) (5)

A certified employee negatively affecting student achievement or growth may not receive a rating of Highly Effective or Effective

(5) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

NOTE: This has not been re-defined by the State Board of Education. Guidance is expected from their September 2020 meeting.

NEGATIVE IMPACT ON LOCALLY SELECTED ASSESSMENTS

School corporations are required to define negative impact on student learning for teachers. Although the SBOE provides flexibility in how negative impact is defined for locally selected assessments, definitions need to address three key areas:

1. **Academic standards** – the subject or content standards teachers are responsible for teaching.

2. **Demonstration of mastery**–the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.

3. **Significant number of students** – the number of students assigned to a specific teacher who must fail to demonstrate mastery of the academic standards for a teacher to be identified as negatively impacting student learning.

Local definitions of negative impact on student learning should be based on the objective measures of student achievement and growth selected for use in teachers' performance evaluation systems. Criteria for the three key areas mentioned above should be defined as teachers and administrators collaborate to set expectations for student learning and teacher performance.

Use of Data as Related to Days Present and the Summative Evaluation

The Nineveh-Hensley-Jackson USC recognizes that there will be instances when extenuating circumstances (e.g. Illness, maternity leave, personal leave, etc) will impede a certified employee's ability and responsibility to effectively provide instruction, monitor, and refine instructional strategies based upon individual student growth data throughout the course of an instructional year. Therefore, a certified employee must be present for at least 142 instructional days in order for student data to count toward their final summative ratings for each evaluation cycle.

In addition, Nineveh-Hensley-Jackson USC will hold long-term substitute teachers and regular, contracted teachers who are absent due to a leave accountable in the following manner:

1) Long-term substitute teachers who are employed by the Corporation for at least 90 days will be held accountable to the evaluation process

2) Evaluation processes will be followed based on the table below:

   0 – 59 Days of employment: No formal evaluation process will be conducted. Observations will be conducted as deemed necessary by the building Principal. Regular, contracted teachers would not be eligible for Teacher Appreciation Grant (TAG) funds or movement on the salary schedule without a completed evaluation.

   60 – 119 Days of employment. Formal and walk-through observations will be conducted based upon the NHJ USC requirements.

   120+ Days of employment.   Formal and walk-through observations will be conducted based upon the N   USC re uirements

Teachers are eligible for Teachers Retirement Fund (TRF) credit based on the following: 60 – 119 days constitutes a .5-year of service. Completion of 120 days or more constitutes a 1.0-year of service. All days must be completed, by definition, during the fiscal year, July 1 through June 30. Requests for summative evaluation ratings by other school corporations for the purpose of properly placing an employee within a compensation model will be honored, unless otherwise precluded by state statute.

Legislative Provision: IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

   (b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

   (c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
As added by P.L.90-2011, SEC.39.

NHJ Teacher Rubric

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.1. Competency Utilize Assessment Data to Plan	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding
	Effective	**Teacher uses prior assessment data to formulate:** • Achievement goals, unit plans, **AND** lesson plans
	Improvement Necessary	**Teacher uses prior assessment data to formulate:** • Achievement goals, unit plans, **OR** lesson plans, but not all of the above
	Ineffective	Teacher rarely or never uses prior assessment data when planning.
1.2. Competency Set Appropriate and Measurable Achievement Goals	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Plans annual student achievement goals that are high level and student appropriate
	Effective	**Teacher develops an annual student achievement goal that includes all of the following**: • Measurable; • Aligned to content standards; • Includes benchmarks to help monitor learning and inform interventions throughout the year
	Improvement Necessary	**Teacher develops an annual student achievement goal that is**: • Measurable; **The goal may *not*:** • Align to content standards; **OR** • Include benchmarks to help monitor learning and inform interventions throughout the year
	Ineffective	Teacher rarely or never develops achievement goals for the class **OR** goals are developed, but are extremely general and not helpful for planning purposes

1. Purposeful Planning   Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.3. Competency Develop Standards-Based Unit Plans and Assessments	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) • Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit
	Effective	**Based on achievement goals, teacher plans units by- includes all of the following**: • Identifying content standards that students will master in each unit • Creating assessments before each unit begins for backwards planning • Allocating an instructionally appropriate amount of time for each unit
	Improvement Necessary	**Based on achievement goals, teacher plans units by**: • Identifying content standards that students will master in each unit **Teacher may _not_**: • Create assessments before each unit begins for backwards planning **OR** • Allocate an instructionally appropriate amount of time for each unit
	Ineffective	Teacher rarely or never plans units by identifying content standards that students will master in each unit **OR** there is little to no evidence that teacher plans units at all.

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.4. Competency Create Objective-Driven Lesson Plans and Assessments		
	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction • Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction
	Effective	**Based on unit plan, teacher plans daily lessons by -includes all of the following:** • Identifying lesson objectives that are aligned to state content standards. • Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives • Designing formative assessments that measure progress towards mastery and inform instruction
	Improvement Necessary	**Based on unit plan, teacher plans daily lessons by:** • Identifying lesson objectives that are aligned to state content standards **OR** • Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** • Design assignments that are meaningful or relevant **OR** • Plan formative assessments to measure progress towards mastery or inform instruction.
	Ineffective	Teacher rarely or never plans daily lessons **OR** daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.5. Competency Track Student Data and Analyze Progress		
	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Uses daily checks for understanding for additional data points • Updates tracking system daily • Uses data analysis of student progress to drive lesson planning for the following day
	Effective	**Teacher uses an effective data tracking system for - includes all of the following:** • Recording student assessment/ progress data • Analyzing student progress towards mastery and planning future lessons/units accordingly • Maintaining a grading system aligned to student learning goals
	Improvement Necessary	**Teacher uses an effective data tracking system for:** • Recording student assessment/ progress data **OR** • Maintaining a grading system **Teacher may *not*:** • Use data to analyze student progress towards mastery or to plan future lessons/units **OR** • Have grading system that appropriately aligns with student learning goals
	Ineffective	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

2. Effective Instruction　　　　Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.1. Competency Develop student understanding and mastery of lesson objectives	Highly Effective	**At level 4, much of the evidence listed under level 3 is present, as well as some of the following:** • Students can explain what they are learning and why it is important, beyond repeating the stated objective • Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection
	Effective	• Lesson objective is specific, measurable, and aligned to standards. It conveys what the students are learning and what they will be able to do by the end of the lesson. • Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms • Importance of the objective is explained so that students understand why and what they are learning • Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students • Lesson is well-organized to move students towards mastery of the objective
	Improvement Necessary	• Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable • Objective is stated, but not in a student-friendly manner that leads to understanding • Lesson generally does not build on prior knowledge of students or students fail to make the connection • Organization of the lesson may not always be connected to mastery of the objective
	Ineffective	• Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson • There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students • Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objectives important • There may be no effort to connect objective to prior knowledge of students • Lesson is disorganized and does not lead to mastery of objective

1. Competency Notes:
1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.2. Competency Demonstrate and Clearly Communicate Content Knowledge to Students		
	Highly Effective	**For level 4, much of the evidence listed under level 3 is present, as well as some of the following:** • Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding • Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest • Explanations spark student excitement and interest in the content • Students participate in each others' learning of content through collaboration during the lesson • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level
	Effective	• Teacher demonstrates content knowledge and delivers content that is factually correct • Content is clear, concise and well organized • Teacher restates and rephrases instruction in multiple ways to increase understanding • Teacher emphasizes key points or main ideas in content • Teacher uses developmentally appropriate language and explanations • Teacher implements relevant instructional strategies learned via professional development
	Improvement Necessary	• Teacher demonstrates content knowledge that is factually correct • Content occasionally lacks clarity and is not as well organized as it could be • Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding • Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways • Teacher explanations sometimes lack developmentally appropriate language and explanations • Teacher does not always implement new and improved instructional strategies learned via professional development
	Ineffective	• Teacher may deliver content that is factually incorrect • Explanations may be unclear of incoherent and fail to build student understanding of key concepts • Teacher continues with planned instruction, even when it is obvious that students are not understanding content • Teacher does not emphasize main ideas, and student s are often confused about content • Teacher fails to use developmentally appropriate language

2. Competency Notes:
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.3. Competency Engage students in academic content		
	Highly Effective	**For level 4, much of the evidence listed under level 3 is present, as well as some of the following:** • Teacher provides ways to engage with content that significantly promote student mastery of the objective • Teacher provides differentiated ways of engaging with content specific to individual student needs • The lesson progresses at an appropriate pace so that student are rarely disengaged, and students who finish early have something else meaningful to do • Teacher effectively integrates technology as a tool to engage students in academic content
	Effective	• ¾ or more of students are actively engaged in content at all times and not off-task • Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective • Teacher sustains the attention of the class by maintaining a dynamic presence • Ways of engaging with content reflect different leaning modalities or intelligences • Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged • ELL and IEP students have the appropriate accommodations to be engaged in content • Students work hard and are deeply active rather than passive/receptive
	Improvement Necessary	• Fewer than ¾ of students are engaged in content and many are off-task • Teacher may provide multiple ways of engaging student, but perhaps not aligned to lesson objective or mastery of content • Teacher may miss opportunities to provide ways of differentiating content for student engagement • Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always ineffective • Students may appear to actively listen, but when it comes time for participation are disinterested in engaging
	Ineffective	• Fewer than ½ of student are engaged in content and many are off-task • Teacher may only provide one way of engaging with content or teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content • Teacher does not differentiate instruction to target different learning modalities • Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students • ELL and IEP student are not provided with the necessary accommodations to engage in content

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

	3. Competency Notes: 1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities. 3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.	
2.4. Competency Check for Understanding	Highly Effective	**For Level 4, much of the evidence listed under Level 3 is present, as well as some of the following:** • Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) • Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking
	Effective	• Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding • Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly • Teacher uses a variety of methods to check for understanding • Teacher uses wait time effectively both after posing a question and before helping students think through a response • Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments
	Improvement Necessary	• Teacher sometimes checks for understanding of content, but misses several key moments • Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly • Teacher may not use a variety of methods to check for understanding, when doing so would be helpful • Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content • Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning
	Ineffective	• Teacher rarely or never checks for understanding of content, or misses nearly all key moments • Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson • Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer • Teacher rarely or never assesses for mastery at the end

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

4. Competency Notes:
1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
• Checks for Understanding: thumbs up/down, cold-calling
• Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

2.5. Competency Modify Instruction As Needed		
	Highly Effective	**For Level 4, much of the evidence listed under Level 3 is present, as well as some of the following:** • Teacher anticipates student misunderstandings and preemptively addresses them • Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement
	Effective	• Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students • Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs • Teacher responds to misunderstandings with effective scaffolding techniques • Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful
	Improvement Necessary	• Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students • Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective • Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding
	Ineffective	• Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students • Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques • Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

5. Competency Notes:
1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.6. Competency Develop Higher Level of Understanding through Rigorous Instruction and Work	Highly Effective	**For Level 4, much of the evidence listed under Level 3 is present, as well as some of the following:** • Lesson is accessible and challenging to all students • Students are able to answer higher-level questions with meaningful responses • Students pose higher-level questions to the teacher and to each other • Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great. Encourages students to show pride in their work. • Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)
	Effective	• Lesson is accessible and challenging to almost all students • Teacher frequently develops higher-level understanding through effective questioning • Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding • Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning • Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks
	Improvement Necessary	• Lesson is not always accessible or challenging for students • Some questions used may not be effective in developing higher-level understanding (too complex or confusing) • Teacher may not always use questioning as an effective tool to increase understanding • While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate • Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying
	Ineffective	• Lesson is not aligned with developmental level of students (may be too challenging or too easy) • Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. • Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts • Teacher gives up on students easily and does not encourage them to persist through difficult tasks

6. Competency Notes:
1. Examples of types of questions that can develop higher-level understanding:
• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
• Asking students to explain their reasoning
• Asking students to explain why they are learning something or to summarize the main idea
• Asking students to apply a new skill or concept in a different context
• Posing a question that increases the rigor of the lesson content
• Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency.
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.7. Competency Maximize Instructional Time	Highly Effective	**For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following:** • Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher • Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) • Students share responsibility for operations and routines and work well together to accomplish these tasks • All students are on-task and follow instructions of teacher without much prompting • Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson
	Effective	• Students arrive on-time and are aware of the consequences of arriving late (unexcused) • Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher • Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) • Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective • Almost all students are on-task and follow instructions of teacher without much prompting • Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson
	Improvement Necessary	• Some students consistently arrive late (unexcused) for class without consequences • Class may consistently start a few minutes late • Routines, transitions, and procedures are in place, but function unevenly and require significant teacher direction or prompting to be followed • There is more than a brief period of time when students are left without meaningful work to keep them engaged Teacher may delegate lesson time inappropriately between parts of the lesson • Significant prompting from the teacher is necessary for students to follow instructions and remain on-task • Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem
	Ineffective	• Students may frequently arrive late (unexcused) for class without consequences • Teacher may frequently start class late • There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times • There are significant periods of time in which students are not engaged in meaningful work • Even with significant prompting, students frequently do not follow directions and are off-task • Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson • Classroom management is generally poor and wastes instructional time

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

	7. Competency Notes: 1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.	
2.8. Competency Create Classroom Culture of Respect and Collaboration	Highly Effective	**For Level 4, much of the evidence listed under Level 3 is present, as well as some of the following:** • Students reinforce positive character and behavior and discourage negative behavior amongst themselves • Teacher's expectation of collaboration and respect are evident in the students' behaviors
	Effective	• Students are respectful of their teacher and peers • Students are given opportunities to collaborate and support each other in the learning process • Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior • Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions
	Improvement Necessary	• Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms • Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together • Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others
	Ineffective	• Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior • Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention • Teacher rarely or never praises positive behavior • Teacher rarely or never addresses negative behavior
	8. Competency Notes: 1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard. 2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.	

2. Effective Instruction   Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.9. Competency Set High Expectations for Academic Success	Highly Effective	**For Level 4, much of the evidence listed under Level 3 is present, as well as some of the following:** • Students demonstrate high academic expectations for themselves • Student comments and actions demonstrate that they are excited about their work and understand why it is important
	Effective	• Teacher sets high expectations for students of all levels • Students are invested in their work and value academic success as evidenced by their effort and quality of their work. • The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) • Teacher celebrates and displays high quality academic work
	Improvement Necessary	• Teacher may set high expectations for some, but not others • Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging • Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) • Teacher may praise the academic work of some, but not others • High quality work of a few, but not all students, may be displayed in the classroom
	Ineffective	• Teacher rarely or never sets high expectations for students • Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments • Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers • Teacher rarely or never praises academic work or good behavior • High quality work is rarely or never displayed in the classroom

9. Competency Notes:
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

3. Teacher Leadership   Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1. Competency Contribute to School Culture	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Seek out leadership roles • Go above and beyond in dedicating time for students and peers outside of class
	Effective	**Teacher will:** • Contribute ideas and expertise to further the schools' mission and initiatives • Dedicate time efficiently, when needed, to helping students and peers outside of class
	Improvement Necessary	**Teacher will:** • Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** • Frequently dedicates time to help students and peers efficiently outside of class
	Ineffective	• Teacher rarely or never contributes ideas aimed at improving school efforts. • Teacher dedicates little or no time outside of class towards helping students and peers.
3.2. Competency Collaborate with Peers	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Go above and beyond in seeking out opportunities to collaborate • Coach peers through difficult situations • Take on leadership roles within collaborative groups such as Professional Learning Communities
	Effective	**Teacher will:** • Seek out and participate in regular opportunities to work with and learn from others • Ask for assistance, when needed, and provide assistance to others in need
	Improvement Necessary	**Teacher will:** • Participate in occasional opportunities to work with and learn from others • Ask for assistance when needed **Teacher may *not:*￼** • Seek to provide other teachers with assistance when needed OR • Regularly seek out opportunities to work with others
	Ineffective	• Teacher rarely or never participates in opportunities to work with others. • Teacher works in isolation and is not a team player.

3. Teacher Leadership

Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.3. Competency Seek Professional Skills and Knowledge	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Regularly share newly learned knowledge and practices with others • Seek out opportunities to lead professional development sessions
	Effective	**Teacher will**: • Actively pursue opportunities to improve knowledge and practice • Seek out ways to implement new practices into instruction, where applicable • Welcome constructive feedback to improve practices
	Improvement Necessary	**Teacher will**: • Attend all mandatory professional development opportunities **Teacher may *not***: • Actively pursue optional professional development opportunities • Seek out ways to implement new practices into instruction • Accept constructive feedback well
	Ineffective	• Teacher rarely or never attends professional development opportunities. • Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4. Competency Advocate for Student Success	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Display commitment to the education of all the students in the school • Make changes and take risks to ensure student success
	Effective	**Teacher will**: • Display commitment to the education of all his/her students • Attempt to remedy obstacles around student achievement • Advocate for students' individualized needs
	Improvement Necessary	**Teacher will**: • Display commitment to the education of all his/her students **Teacher may *not***: • Advocate for students' needs
	Ineffective	• Teacher rarely or never displays commitment to the education of his/her students. • Teacher accepts failure as par for the course and does not advocate for students' needs.

3. Teacher Leadership

Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.5. Competency Maintain Communications with All Families		
	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:** • Strives to form relationships in which parents are given ample opportunity to participate in student learning • Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events
	Effective	**Teacher will**: • Proactively reach out to parents in a variety of ways to engage them in student learning • Respond promptly to contact from parents • Engage in all forms of parent outreach required by the school
	Improvement Necessary	**Teacher will**: • Respond to contact from parents • Engage in all forms of parent outreach required by the school **Teacher may *not***: • Proactively reach out to parents to engage them in student learning
	Ineffective	• Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

4. Core Professionalism   Number of Competencies: 4

Domain Description: These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

4.1. Competency Attendance	Meets Standard	Individual has not demonstrated a pattern of unexcused absences *.
	Does Not Meet Standard	Individual demonstrates a pattern of unexcused absences *.
	1. Competency Notes: * It should be left to the discretion of the corporation to define "unexcused absence" in this context	
4.2. Competency On-Time Arrival	Meets Standard	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
	Does Not Meet Standard	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
4.3. Competency Policies and Procedures	Meets Standard	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
	Does Not Meet Standard	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4.4. Competency Respect	Meets Standard	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
	Does Not Meet Standard	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Special Education Teacher Observation Rubric

COMPLIANCE	4 - Highly Effective For level 4, much of the level 3 evidence is observed during the year, as well as some of the following	3 - Effective	2 - Improvement Necessary	1 - Ineffective	Notes
IEP Development	- TOR develops compliant IEPs 100% of the time. - TOR develops IEPs that are considered **quality*** IEPs at least 50% of the time.	- TOR develops compliant IEPs 100% of the time.	- TOR develops IEPs with 1-2 compliance errors no more than 80% of the time.	- TOR develops IEPs with 3 or more compliance errors 80% of the time.	*see IEP reference sheet from Paige for quality IEPs *paper or electronic copies will suffice
Progress Monitoring	- TOR has more than 4 data **points*** for each goal with narrative descriptions of the student's progress. - Includes student in review of data and monitoring own progress.*	- TOR has 3-4 data points for each goal.	- TOR has 2 data points for each goal.	- TOR has 1 or no data point for each goal.	*per year *data review with students looks different at each level (i.e. students might be coloring graphs to track goal progress and others will review existing graphs from IIEP, etc.)
Case Conferences	- All CC timelines are met on or before the due dates. - TOR shares with parents/guardians the CC **agenda*** at least 75% of the time. - TOR provides the CCC members with a copy of the draft IEP at least 50% of the time. - Helpful documents are shared with parents/guardians (credit sheet, progress report, formative assessment data, grade sheet, missing tasks, discipline records, etc.	- All CC timelines are met on or before the due dates. - TOR provides CCC members with a copy of the current IEP.	- TOR missed 1 CC timeline (teacher error). - TOR does not always provide the CCC with a copy of the current IEP.	- TOR missed 2 or more CC timelines (teacher error). - TOR does not always provide the CCC with a copy of the current IEP.	*provided template agenda will suffice
Communication	- TOR gives staff copies of *IEP at a Glance* and/or important student information prior to the first day of school with students. - Develops and implements strategies for students' sucessful participation in the classroom/curriculum.*	- TOR gives staff copies of *IEP at a Glance* and/or important student information during the first week of school.	- TOR gives staff copies of *IEP at a Glance* and/or important student information during the second week of school.	- TOR gives staff copies of *IEP at a Glance* and/or important student information after the second week of school or not at all.	*There are 2 teacher work days prior to the first student day. *Important information includes accomodations and/or behavior plans. *Consideration will be given regarding move-in students. Does not apply to preschool. *Documentation examples may include but are not limited to: emails, Google Forms, Canvas, Google Classroom, etc.

INSTRUCTION	4 - Highly Effective For level 4, much of the level 3 evidence is observed during the year, as well as some of the following	3 - Effective	2 - Improvement Necessary	1 - Ineffective	Notes
IEP Goal Effectiveness	- Engages with colleagues in peer review of IEP goals to ensure that goals are appropriately ambitious as evidenced by (1) alignment to grade level standards, (2) identification of skill to be acquired based on student's present level of performance, and (3) linked to the student's identified are of need.	- Goals are appropriately ambitious as evidenced by (1) alignment to grade level standards, (2) identification of skill to be acquired based on student's present level of performance, and (3) linked to student's identified area of need.	- Goals are missing one of the following elements (1) alignment to grade level standards, (2) identification of skill to be acquired based on student's present level of performance, and (3) link to student's identified area of need.	- IEP Goals are not measurable or are note clearly written. Goals are consistently not in alignment to grade level standards, do not identify the skill to be acquired based on the student's present level of performance, or do not link to student's identified area of need or goals are not adjusted to ensure student progress or individualized for students.	*collective input from Paige and Building Administrator

Special Education Teacher Observation Rubric

Teaching, Modeling, Demonstrating	- Instruction sparks student excitement and interest in the content. - Teacher effectively connects content to other content areas, students' experiences, or current events. - Students ask higher-order questions and make connections independently. - TOR adjusts instruction (scaffold) based on the student's current need as it relates to the IEP Goal. Goal is based on data. - TOR collaborates with general education teachers on Universal Design for Learning to ensure students with disabilities have access to the curriculum and are able to express or represent what is learned.	- Teacher models and demonstrates content knowledge and skills that are factually correct. - Content is clear, concise, and well-organized. - Teacher implements evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding. - TOR provides the services and supports listed in the IEP.	- Teacher delivers content knowledge that is factually correct. - Content occasionally lacks clarity and is not well-organized. - Teacher does not always implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding). - TOR provides services and supports listed in IEP with 1-2 errors.	- Teacher delivers content that is factually incorrect. - Explanations may be unclear or incoherent and fail to build student understanding. - Teacher fails to implement strategies (i.e. emphasizing ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding). - TOR provides services and supports in IEP with 3 or more errors.	*during administrative classroom observations *Small group or one-on-one work in the Resource Room may also be observed. *Resource Room observations may be focused on life skills noted in IEP goals, such as organization, etc.

CLASSROOM ENVIRONMENT	hly Effective For level 4, much of the level 3 evidence is observed during the year, as well as some of the following	3 - Effective	2 - Improvement Necessary	1 - Ineffective	Notes
Creates Classroom Culture of Collaboration and Respect (teacher to student and student to teacher)	- Teacher creates an environment where students take an active role in promoting positive respect and rapport between teacher and students and among students. Interactions are appropriate and sensitive to cultural and developmental differences. - Teacher creates a collaborative environment by designing higher order learning activities that result in high levels of student engagement and thinking.	- Teacher creates an environment of mutual respect and rapport between teacher and students and among students. Interactions are always appropriate and sensitive to student differences. - Student behavior standards are clear; teacher monitoring and responses to misbehavior are appropriate and respectful. - Teacher creates an environment where students participate in each other's learning of content through collaboration.	- Teacher attempts to create an environment of mutual respect and rapport between teacher and students and among students. Interactions are generally appropriate and conflict-free; may reflect occasional insensitivity to student differences. - Teacher makes an apparent effort to establish standards; teacher monitoring efforts and responses to misbehavior have mixed results. - Teacher attempts to create an environment of student participation and collaboration with little student engagement.	- Teacher interactions are negative and/or insensitive, characterized by sarcasm, put-downs, or conflict resulting in an environment that lacks mutual respect and rapport between teacher and students and among students. - No evidence that standards have been established; little or no teacher monitoring; repressive response to misbehavior. - There is no evidence of teacher's attempt to incorporate collaborative activities to engage students.	*during administrative classroom observations
Sets high expectations for academic and personal success	- Teacher creates an environment with high levels of teacher passion and shared commitment and encourages students to hold themselves to high standards. - Teacher creates an environment where students contribute to the daily operation of classroom routines, transitions, and procedures without the loss of instructional time.	- Teacher establishes a culture of learning characterized by high expectations for student achievement and genuine personal commitment to the subject being taught. - Most students demonstrate pride in their work. - Little instructional time is lost; routines and procedures allow for a smooth-running classroom.	- Teacher establishes a culture of learning characterized by modest expectations for student achievement and occasional personal commitment to the subject being taught. - Little evidence of student pride in their work. - Some instructional time is lost due to partially effective routines and procedures.	- Teacher establishes a culture of learning characterized by low expectations for student achievement and little personal commitment to the subject being taught. - No student pride in work. - Much instructional time is lost due to inefficient routines and procedures.	*during administrative classroom observations
Appropriate Communication with All Stakeholders	- Communication is frequent, effective and appropriate with families. - Teacher proactively communicates with all stakeholders (i.e. input from multiple teachers is included in the IEP.).	- Communication is frequent, culturally appropriate, and successfully engages families. - Teacher includes the Gen. Ed. teacher appropriately in the case conference setting.	- Communication usualy adheres to school expectations but may not be timely or appropriate. - Teacher fails to include a Gen. Ed. Teacher in the case conference.	- Communication is sporadic and often inappropriate. - Teacher fails to include a Gen. Ed. Teacher in the case conference.	*As a reminder, students 14 and older should be included in the IEP Case Conference.

Special Education Teacher Observation Rubric

Teacher Leadership	hly Effective For level 4, much of the level 3 evidence is observed during the year, as well as some of the following	3 - Effective	2 - Improvement Necessary	1 - Ineffective	Notes
Contribute to School Culture	- Seek out leadership roles. - Go above and beyond in dedicating time for students and peers outside of class.	- Contribute ideas and expertise to further the schools' mission and initiatives. - Dedicate time efficiently, when needed, to helping students and peers outside of class.	- Contribute occasional ideas and expertise to further the school's mission and initiatives.	- Infrequently dedicates time to help students and peers efficiently outside of class. - Rarely or never contributes ideas aimed at improving school efforts. - Dedicates little or no time outside of class towards helping students and peers.	
Collaborate with Peers	*Embedded within rubric. Additional examples may be noted on Teacher Leadership documentation.				
Seek Professional Skills and Knowledge	- Regularly share newly learned knowledge and practices with others. - Seek out opportunities to lead professional development sessions.	- Actively pursue opportunities to improve knowledge and practice. - Seek out ways to implement new practices into instruction, where applicable. - Welcome constructive feedback to improve practices.	- Attend all mandatory professional development opportunities.	Teacher may not: - Actively pursue optional professional development opportunities. - Seek out ways to implement new practices into instruction. - Accept constructive feedback well. - Rarely or never attends professional development opportunities. - Shows little or no interest in new ideas, programs, or classes to improve teaching and learning.	
Advocate for Student Success	*Embedded within rubric. Additional examples may be noted on Teacher Leadership documentation.				
Maintain Communications with All Families	*Embedded within rubric. Additional examples may be noted on Teacher Leadership documentation.				

Introduction

Student academic success corresponds with an effective school library program led by a certified school librarian. According to Indiana Administrative Code, "all schools" shall have a "media program that is an integral part of the educational program," supervised by a "licensed media specialist" and spend "at least eight dollars ($8) per student per year from its 22200 account to maintain its media program" (511 IAC 6.1-5-6, authorized under IC 20-19-2-8 and IC 20-31-4-17).

This rubric was developed by the Association of Indiana School Library Educators (AISLE), an affiliation of the Indiana Library Federation. The purpose is to align a school librarian's evaluation with best practices in the profession. Built off the RISE Indiana Teacher Effectiveness Rubric, this rubric makes extensive modifications to the planning and leadership domains (domains 1 and 3) and minor modifications to the teaching domain. These modifications emphasize the school librarian's role as a leader in collaboration, literacy, and inquiry while highlighting the importance of their teaching role, which extends beyond the physical library space.

The first iteration of this important tool was led by Robyn Young and Denise Keogh in 2012. The 2021 revisions were spearheaded by Debbie Acord, Chad Heck, Susie Highley, and Emily Wilt. Please send any questions regarding this rubric to askus@ilfonline.org.

Allowable Modifications to the School Librarian Evaluation Rubric

We recommend using this document in its entirety. It represents best practices for school librarians. The following minor edits do not require AISLE's permission:

· Use of the rubric with all domains and competencies
· Addition of competencies
· Notes added to clarify the domains or competencies

Recent national research illustrates there is no standard title, and many different responsibilities, for the professionals who manage the learning and operations within the school library program. The rubric should not be changed to fit the current job description of the school librarian, but should be followed as an example of best practice in the field of school librarianship.

Expected Levels of Competency

Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools.

Domain 1	30% NHJ 40%
Domain 2	40% NHJ 25%
Domain 3	30% NHJ 35%

Domain 1: Purposeful Planning

School librarian plans and develops a well-rounded library media program that meets the needs of their school community.

| | Competencies | *Level of Performance* | | | |
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize knowledge of literature and current trends in library practice and information technology to inform library programming and purchasing	School librarian plans library collections and programming grounded in a rich understanding of literature and current trends in library practice to connect students and staff with resources and activities that meet their informational and recreational needs.	School librarian's understanding of literature and current trends in library practice inform their purchasing and programming decisions.	School librarian's purchasing and programming decisions are inconsistently based in knowledge of literature and current trends in library practice and information technology.	School librarian demonstrates little or no knowledge of trends and new literature resulting in outdated collections and programming.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.2	Establish and successfully implement goals for the school library program appropriate to the setting and the students served	School librarian develops goals based on evaluation of the library program and in consultation with students and colleagues. The goals for the program are communicated with appropriate stakeholders with regular assessments to determine if goals are being met. Librarian reflects on data from assessments to continue progress on goals.	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. The goal for the program is communicated with appropriate stakeholders.	School librarian's media program goals are rudimentary and partially suitable to the situation in the school and the age of the students. The goal for the program is established but not communicated with appropriate stakeholders.	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.3	Curate physical and digital collections to meet academic, social, emotional, and recreational needs of the school community within budget limitations	School librarian evaluates and selects diverse, relevant resources that are widely accessible to support the school community. School librarian adheres to district and/or professional guidelines in selecting collection materials. The collection is regularly purged of outdated materials.	School librarian follows district and/or professional guidelines in selecting resources to support the school community. The collection is regularly purged of outdated materials.	School librarian curates basic resources for the school community.	School librarian fails to curate collections to meet the basic needs of the school community.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.4	Design library programs and lessons that are responsive to the individualized needs of learners	School librarian plans standards-based lessons and programs using a variety of differentiated instructional strategies, as well as accessible resources, anticipating where these will be needed to enhance learning and pursue personal interests. Anticipates potential barriers to access and takes steps necessary to remove those barriers.	School librarian plans standards-based lessons and programs using a variety of differentiated instructional strategies.	School librarian plans lessons and/or programs; however, lessons are not standards-based and/or one-size-fits-all.	There is no evidence of a cohesive library program.
	Notes *Examples of resources that may meet individualized needs include but are not limited to: large print, braille, audio, captioning, materials in native languages, and accessibility features available in instructional technology.*				

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	Establish a culture that values reading and information inquiry	In interactions with students, colleagues, and the community, the school librarian conveys the essential nature of seeking information and reading. School librarian helps members of the school community develop skills in investigating and locating materials and resources according to their needs and interests.	School librarian conveys the importance of seeking information and reading literature; connects members of the school community with relevant material and resources.	School librarian provides materials for seeking information and reading for enjoyment, but does little to promote a culture of reading and inquiry.	School librarian does not demonstrate an appreciation for seeking information or reading.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.6	Establish and maintain library procedures in accordance with existing district policies	School librarian establishes, evaluates, and updates rules and expectations, routines, and procedures. School librarian regularly reviews the collection development policy and challenged materials reconsideration process to make recommendations for updates to the administration.	Library routines and procedures are established and functioning. Rules and expectations are established and clearly communicated. School librarian occasionally reviews the collection development policy and challenged materials reconsideration process.	Library routines and procedures have been established but are inconsistently implemented. Rules, expectations, and/or policies are inconsistent or unclear.	Library routines and procedures are ignored, non-existent, and/or inefficient.

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Design physical and digital spaces to ensure equitable access to the collection and programs.	School librarian maximizes effective use of the given physical environment by utilizing clear signage; adapts spaces to meet the needs of individuals and groups. School librarian creates and maintains a digital space that is easily accessed and clearly organized, resulting in ease of navigation for members of the school community.	School librarian makes effective use of the physical environment, utilizing clear signage and establishes spaces for individual and group use. School librarian creates and maintains a digital space to enable the school community to access resources.	School librarian's efforts to make use of the physical environment are incomplete or ineffective. School librarian compiles a list of resources in a digital space.	School librarian makes poor use of the physical environment, resulting in poor traffic flow and inadequate signage. A digital space is rarely updated or nonexistent.
	Notes *Digital space may refer to a school library's website/webpage, a page or course within a Learning Management System, or anywhere the librarian provides a hub for accessing their digital resources.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.8	Market the library program, including its collection and services	School librarian utilizes multiple techniques to strategically market the library program to both general and targeted student, staff, and wider school community groups.	School librarian markets the library program to the school community.	School librarian does little to promote the library program outside of the physical library space.	Nothing is done to promote the library program.
	Notes *Examples of marketing may include newsletters, book displays, social media posts, participating in book awards programs, flyers, school announcements, outreach, and inviting administrators to programs and events.*				

Domain 2: Effective Instruction

Librarians foster a climate of curiosity and respect. As reading, information, and digital literacy span content areas, school librarians must work collaboratively with other teachers in a variety of curricular areas to enhance student learning and achievement. School librarians can accomplish this using methods such as in-person instruction or synchronous and/or asynchronous lessons using online tools. Librarians further collaborate with school and/or district administrators to create and present goal-aligned professional development for colleagues.

In order to be highly effective, for Competencies 2.1 through 2.6, each says the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under "Effective" may not be shown in one observation but should be shown throughout the observation cycle.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.1	Develop student understanding and mastery of reading, information, and digital literacy skills	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Students can explain what they are learning and why it is important, beyond repeating the stated objective. Teacher effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection.	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms. Importance of the objective is explained so that students understand why they are learning what they are learning. Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students. Lesson is well-organized to move students towards mastery of the objective.	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable. Objective is stated, but not in a student-friendly manner that leads to understanding. Teacher attempts explanation of importance of objective, but students fail to understand. Lesson generally does not build on prior knowledge of students or students fail to make this connection. Organization of the lesson may not always be connected to mastery of the objective.	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. There may be no effort to connect objective to prior knowledge of students. Lesson is disorganized and does not lead to mastery of objective.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
			Level of Performance		
2.2	Demonstrate and clearly communicate content knowledge to students	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, much of the Level 3 is observed during the year, as well as some of the following: Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. Explanations spark student excitement and interest in the content. Students participate in each others' learning of content through collaboration during the lesson. Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. Content is clear, concise and well-organized. Librarian restates and rephrases instruction in multiple ways to increase understanding. Librarian emphasizes key points or main ideas in content. Librarian uses developmentally appropriate language and explanations. Librarian implements relevant instructional strategies learned via professional development.	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct. Content occasionally lacks clarity and is not as well organized as it could be. Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding. Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. Explanations sometimes lack developmentally appropriate language. Librarian does not always implement new and improved instructional strategies learned via professional development.	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. Librarian may deliver content that is factually incorrect. Explanations may be unclear or incoherent and fail to build student understanding of key concepts. Librarian continues with planned instruction, even when it is obvious that students are not understanding content. Librarian does not emphasize main ideas, and students are often confused about content. Librarian fails to use developmentally appropriate language.
	Notes *Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.3	Engage students in academic content	Librarian is highly effective at engaging students in academic content. For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Librarian provides ways to engage with content that significantly promotes student mastery of the objective. Librarian provides differentiated ways of engaging with content specific to individual student needs. The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. Librarian effectively integrates technology as a tool to engage students in academic content.	Librarian is effective at engaging students in academic content. 3/4 or more of students are actively engaged in content at all times and not off-task. Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. Ways of engaging with content reflect different learning modalities or intelligences. Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. ELL and IEP students have the appropriate accommodations to be engaged in content.	Librarian needs improvement at engaging students in academic content. Fewer than 3/4 of students are engaged in content and many are off-task. Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content. Librarian may miss opportunities to provide ways of differentiating content for student engagement. Some students may not have the prerequisite skills necessary to fully engage in content and librarian's attempt to modify instruction for these students is limited or not always effective. ELL and IEP students are sometimes given appropriate accommodations to be engaged in content. Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.	Librarian is ineffective at engaging students in academic content. Fewer than 1/2 of students are engaged in content and many are off-task. Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. Librarian does not differentiate instruction to target different learning modalities. Most students do not have the prerequisite skills necessary to fully engage in content and librarian makes no effort to adjust instruction for these students.

			Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement)		ELL and IEP students are not provided with the necessary accommodations to engage in content. Students do not actively listen and are overtly disinterested in engaging.

Notes
1. *The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.* 2. *Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.* 3. *Engagement is defined as on-task behavior. Some observable evidence of engagement may include, but is not limited to: (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.* 4. *Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.*

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.4	Check for understanding	School librarian is highly effective at checking for understanding.

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof).

Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower- and higher-order thinking. | School librarian is effective at checking for understanding.

Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding.

Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly.

Librarian uses a variety of methods to check for understanding.

Librarian uses wait time effectively both after posing a question and before helping students think through a response. | School librarian needs improvement at checking for understanding.

Librarian sometimes checks for understanding of content, but misses several key moments.

Librarian mostly gets an accurate "pulse" of class's understanding, but may not gain enough information to modify the lesson accordingly.

Librarian may not use a variety of methods to check for understanding when doing so would be helpful.

Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.

Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students.

Librarian may occasionally assess student mastery at the end of the | School librarian is ineffective at checking for understanding.

Librarian rarely or never checks for understanding of content, or misses nearly all key moments.

Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson.

Librarian frequently moves on with content before students have a chance to respond to question or |

			lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.	frequently gives students the answer rather than helping them think through the answer.
		Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see Notes for examples).		Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. Librarian rarely or never assesses for mastery at the end of the lesson.

Notes
1. *Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.*
2. *Examples of how the teacher may assess student understanding and mastery of objectives:*
· *Checks for Understanding: thumbs up/down, cold-calling*
· *Do Nows/Bell Ringers, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips*

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.5	Modify instruction as needed	School librarian is highly effective at modifying instruction as needed. For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Librarian anticipates student misunderstandings and preemptively addresses them. Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	School librarian is effective at modifying instruction as needed. Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students. Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. Librarian responds to misunderstandings with effective scaffolding techniques. Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	School librarian needs improvement at modifying instruction as needed. Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective. Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	School librarian is ineffective at modifying instruction as needed. Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students. Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques. Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding.

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	Maximize instructional time	School librarian is highly effective at maximizing instructional time. For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: All students are on-task and follow instructions of librarian without much prompting.	School librarian is effective at maximizing instructional time. Routines, transitions, and procedures are well-executed. Almost all students are on-task and follow instructions of librarian without much prompting. Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.	School librarian needs improvement at maximizing instructional time. Routines, transitions, and procedures are in place. Significant prompting from the librarian is necessary for students to follow instructions and remain on-task. Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and librarian may have to stop the lesson frequently to address the problem.	School librarian is ineffective at maximizing instructional time. There are few or no evident routines or procedures in place. Even with significant prompting, students frequently do not follow directions and are off-task. Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson. Classroom management is generally poor and wastes instructional time.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.7	Assist students in the use of instructional tools and technologies	School librarian proactively initiates sessions to assist students and teachers in the use of instructional tools and technologies.	School librarian institutes sessions to assist students and teachers in the use of instructional tools and technologies.	School librarian assists students and teachers in the use of instructional tools and technologies when specifically asked to do so.	School librarian declines to assist students and teachers in the use of instructional tools and technologies.
2.8	Create an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting concern and sensitivity to student learning needs, cultures, and levels of development.	Interactions among the school librarian, students, and the classroom teachers are polite and respectful and appropriate to the learning needs, cultural, and developmental differences among students.	Interactions among the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural, and developmental differences among students.	Interactions among the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to student learning needs, cultural, and developmental differences and are characterized by put-downs or conflict.
2.9	Collaborate with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons and curates resources to support learning.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.	School librarian primarily works in isolation.

Domain 3: Leadership

School librarians develop and sustain leadership roles within their school community to ensure the achievement of all students.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.1	Contribute to school culture	School librarian seeks out leadership opportunities within the school community that are aligned with school improvement initiatives. Librarian goes above and beyond in dedicating time for students and colleagues.	School librarian contributes ideas and expertise aligned with school improvement initiatives. Librarian dedicates time when needed to helping students and colleagues.	School librarian rarely contributes ideas and expertise aligned with school improvement initiatives. Librarian rarely dedicates time to helping students and colleagues.	School librarian does not contribute ideas aligned with school improvement initiatives. Little or no time is dedicated to helping students and colleagues.
	Notes *While an effective librarian actively contributes to the school culture, a highly effective librarian assumes a leadership role in at least one aspect of school culture.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.2	Collaborate with colleagues	Librarian collaborates with, co-teaches with, and coaches colleagues while partnering with administration to achieve district/school goals.	School librarian participates in regular opportunities to work with and learn from others. Librarian asks for assistance when needed and provides assistance to others in need.	School librarian participates in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian does not seek to provide other teachers with assistance when needed or does not regularly seek out opportunities to work with others.	School librarian rarely participates in opportunities to work with others. Librarian prioritizes working in isolation.
	Notes *1. A highly effective librarian seeks out opportunities to collaborate, whereas an effective librarian may collaborate when asked.* *2. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation, whereas a highly effective librarian additionally takes initiative in assuming leadership among the faculty.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.3	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	Notes *An effective librarian seeks and implements professional skills and knowledge, whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.4	Advocate for student success	Librarian consistently demonstrates commitment to the education and social-emotional well-being of all students, including English learners, students with special needs, and high-ability learners. Librarian advocates, differentiates, and takes risks for student success.	School librarian displays commitment to the education and social emotional well-being of students. Librarian attempts to remedy obstacles around student achievement and advocates for individualized needs of students.	School librarian occasionally displays commitment to the education of his/her students. School librarian does not advocate for student needs.	School librarian rarely displays commitment to the education of his/her students. School librarian does not advocate for students' needs.
3.5	Prepare and submit reports and budgets	School librarian anticipates needs when preparing requisitions and budgets, and follows established procedures. Inventories and reports, if required, are submitted on time. Librarian analyzes collection, circulation, and program data on a regular basis and uses findings to make data-driven, fiscally responsible decisions.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports, if required, are submitted on time.	School librarian's efforts to prepare budgets inconsistently respond to student and teacher needs. Inventories and reports, if required, are sometimes submitted on time.	School librarian does not fulfill student and teacher needs when preparing requisitions. No budget is created to guide purchasing needs. School librarian does not follow established procedures. Inventories and reports, if required, are routinely late or incomplete.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.6	Communicate with the larger community	School librarian proactively engages with their wider community and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	Participate in a professional community	School librarian develops a professional network and takes on leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates in a wider professional community that includes local, state, or national contacts.	School librarian's participation in a wider professional community is minimal.	School librarian does not participate in a professional network and/or works in isolation.
	Notes _Professional network refers to librarians and other experts in related fields that support the school librarian's professional growth._				

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.8	Establish, evaluate, and maintain library procedures in regards to library staff or student assistants	Librarian establishes strategic routines and procedures that enable library staff and/or students to effectively contribute to the library program. Librarian consistently evaluates and updates routines and procedures to ensure continued success.	Librarian establishes routines and procedures that enable library staff and/or students to contribute to the library program. Librarian occasionally evaluates and updates routines & procedures to ensure continued success.	Routines and/or procedures are in-place but need to be updated or clarified in order to enable library staff and/or students to successfully contribute to the library program. Librarian may evaluate routines and procedures but does not act upon the results of the evaluation.	Routines and/or procedures for library staff and/or students are unclear or non-existent. Librarian does not evaluate routines and procedures.
3.9	Educate the school community regarding ethical use of information and media	School librarian recognizes and acts on opportunities to further educate members of the school community about ethical use of information and media. Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.	School librarian regularly shares materials on the ethical use of information. Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.	School librarian occasionally shares materials on the ethical use of information but does not offer to collaborate to find solutions.	School librarian does not share materials on the ethical use of information with students or staff.

Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences. *	Individual has not demonstrated a pattern of unexcused absences. *
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.
Notes			

Notes
1. Complying with policies and procedures includes but is not limited to: following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically emails or phone calls returned within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc., will be important for consistency.

> *2. Demonstrating respect to students, parents, and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self-control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.*
>
> *3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.*

*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

Works Cited

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Professional School Counselor Effectiveness Rubric

I. Overview
II. Effectiveness Rubric
    a. Domain 1: Academic Achievement
    b. Domain 2: Student Assistance Services
    c. Domain 3: Career Development
    d. Domain 4: Professional Leadership

III. Summary and Rating

Overview

What is the purpose of the Professional School Counselor Rubric?

The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors**: The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors**: The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness**: The rubric provides the foundation for accurately assessing effectiveness along four domains.

Who developed the Professional School Counselor Effectiveness Rubric?

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indictor, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support**: Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2**. Accountability**: The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution**: If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making**: Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

DOMAIN 1: ACADEMIC ACHIEVEMENT

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

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DOMAIN 2: STUDENT ASSISTANCE SERVICES   School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

DOMAIN 3: CAREER DEVELOPMENT
School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.

Overall Rating

Indicator	Maximum Score	Score		KEY	
Academic Achievement	24			61-80	Highly Effective
Student Assistance Services	16			41-60	Effective
Career Development	16			21-40	Improvement Necessary
Professional Leadership	24			0-20	Ineffective

Strengths	Specific Growth Areas

Additional documentation may be attached.

Employee Signature: Administrator Signature:

Date: Date:

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences*.	Individual has not demonstrated a pattern of unexcused absences*.
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedure for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedure for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

EACHER

SU JEC   SER ED

DA E   SER ED

hat additional in ormation may the observer need to kno   about this grou o students

ESS N C   P NEN S

S ANDARDS rom lesson

ESSEN A   UES   N S

Did this lesson re resent an introduction a continuation or a conclusion to an overall unit

1 1 U   E ASSESS EN DA A   P AN short ans er
Ho   did you use rior assessment data to ormulate the achievement goal s unit lan and lesson lan Ho   did you incor orate di erentiated instructional strategies to reach every student at his or her level o understanding

1 2 SE APPR PR A E AND   EASURA E ACH E E EN   A S short ans er
Ho   did you develo   an annual student achievement goal that is measurable aligned to content standards and includes benchmarks to hel   monitor learning and in orm interventions

1 3 DE E P S ANDARDS- ASED UN P ANS AND ASSESS EN S short ans er
Ho   did you identi y content standards create assessments and allocate instructional time

1 4 CREA E   JEC   E-DR EN ESS N P ANS AND ASSESS EN S short ans er
Ho   did you lan this lesson   ob ectives instructional strategies activities/assignments   ormative assessments etc

1 5 RAC S UDEN DA A AND ANA   E PR   RESS short ans er
Ho   did you record and analy e student assessment/ rogress data related to this lesson Ho   did you use assessments and/or checks or understanding to in orm your instruction during this lesson

Attach any a   licable su   orting evidence or documentation

DOMAIN 3
TEACHER LEADERSHIP EVIDENCE DOCUMENTATION
(Committee Reviewed 4/21/14/Discussed 5/6/2014)

Directions for completion: Certificated employees should keep a comprehensive accounting of their contributions to their school and/or the Corporation using the instrument below. This document should be turned into your building principal for inclusion in the current academic year evaluation cycle.

Domain 3.1: Contributes to the School Culture

Samples of completed evidence examples:

DATE	DESCRIPTION
01/01/00	Sample Item

Domain 3.2: Collaborates with Peers

Samples of completed evidence examples:

DATE	DESCRIPTION

Domain 3.3: Seeks Professional Skills and Knowledge

Samples of completed evidence examples:

DATE	DESCRIPTION
01/01/00	Sample Item

Domain 3.4: Advocates for Student Success

Samples of completed evidence examples:

DATE	DESCRIPTION

Domain 3.5: Maintains Communications with Families

Samples of completed evidence examples:

DATE	DESCRIPTION

NINEVEH-HENSLEY-JACKSON USC
AWARENESS AND ASSISTANCE PLAN OVERVIEW

Awareness and Assistance provides a more structured and intensive mode of supervision for any teacher educator who is not consistently demonstrating one or more of the fundamental competencies. This option is characterized by a more formalized process. The administrative team will direct the development of a plan of action that should ultimately result in the teacher's demonstration of the competencies specified.

Ideally, intensive supervision is characterized by recognition on the part of the teacher and the administrator that specifically directed assistance in identified areas will lead to success in the classroom. Observation and supervision in awareness and assistance will be formative and clinical.

Intensive supervision in Assistance <u>should</u> be collaborative, but may also be directive. It is intended to provide the best likelihood for attainment of competency and professional growth. It should maintain the supportive climate inherent in the process for as long as possible, yet it may also become a summative, directed process that leads to further administrative action which may ultimately result in dismissal.

2 PHASES OF AWARENESS AND ASSISTANCE

❖ **Awareness Plan**
In the awareness plan, the administrator identifies a problem relating to the *NHJ USC Modified RISE Rubric* that is characteristic of a teacher's performance rather than an anomaly. Multiple alternative sources of data might include, but are not to be limited to, formal/informal observation, student achievement, teacher interview, student and/or parental feedback. The administrator contacts the teacher in writing, makes him/her aware of the problem, and collaboratively develops a professional growth plan to resolve the problem.

❖ **Assistance Plan**
Based on documentation of lack of resolution of a problem relating to the *NHJ USC Modified RISE Rubric the* teacher moves into the Assistance Plan, which is based on intensive intervention. The NHJUTA president and Director of Learning and Instruction will be notified when a teacher is moved to the Assistance Plan.

After a meeting and discussion between the administrator, the teacher, and NHJUTA representative, a written action plan will be developed. A copy is maintained by the Director of Learning and Instruction and the personnel file.

If it is determined that the teacher is not able to meet the district's professional standards, the administrator, in consultation with the superintendent, may make a recommendation for dismissal.

The underlying assumption exists that teacher behaviors threatening the safety and welfare of students will result in immediate disciplinary action for any teacher.

Nineveh-Hensley-Jackson USC
AWARENESS AND ASSISTANCE

AWARENESS PLAN

Teacher	School
Assignment	Date
Administrator	

1. Identification of the problem and/or expectation not being met

2. Goal

3. Plan of action, timeline, and resources if needed

Teacher Signature	Date	
Administrator Signature	Date	

Signatures of teacher and administrator document that a discussion of the concern has

occurred, a plan of action for remediation has been developed and date(s) to review the

effectiveness of the plan of action has been established.

Date(s) to review and initials to verify implementation of the plan.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Initials indicate that reviews occurred.

Nineveh-Hensley-Jackson USC
AWARENESS AND ASSISTANCE

ASSISTANCE PLAN

Teacher	School
Assignment	Date
Administrator	Date information forwarded to Director of Learning and Instruction

1. Identification of the problem and/or expectation not being met

2. Goal

3. Plan of action, timeline, and resources if needed

Teacher Date	Administrator Date	NHJ Representative Date

Signatures of teacher and administrator document that a discussion of the concern has

occurred, a plan of action for remediation has been developed and date(s) to review the

effectiveness of the plan of action has been established.

Date(s) to review and initials to verify implementation of the plan

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Initials indicate that reviews occurred.

CLASSROOM VISIT TOOL

Name_____

Date_____

Grade Level & Subject observed_____

Observer_____

Time/ Period # _____

Please indicate the degree to which you find the following practices evident in the classroom.

Highly Effective   Effective   Improvement Necessary   Ineffective   Not Observed

Effective Instruction	HE	E	IN	I	N/O
Teacher is developing students' understanding and mastery of lesson objectives.					
Teacher demonstrates and clearly communicates content knowledge to students.					
Teacher engages students in academic content.					
Teacher checks for understanding.					
Teacher modifies instruction as needed.					
Teacher develops a higher level of understanding through rigorous instruction and work.					
Teacher maximizes instructional time.					
Teacher creates a culture of respect and collaboration.					
Teacher sets high expectations for academic success.					

Comments:

SCHOOL _____   SUMMATIVE EVALUATOR: _____

TEACHER _____   GRADE/SUBJECT_____

DATE _____

TEACHER EFFECTIVENESS RUBRIC

NUMBER OF FORMAL OBSERVATIONS: _____

NUMBER OF INFORMAL OBSERVATIONS: _____

STEP 1:

DOMAIN	RATING (1-4) Nearest Hundredth	WEIGHT	WEIGHTED RATING
DOMAIN 1: PLANNING		15%	
DOMAIN 2: INSTRUCTION		70%	
DOMAIN 3: LEADERSHIP		15 %	

Follow the following formula to calculate by hand (nearest hundredth):

    a. Rating * % Weight = Weighted Rating

    b. Sum of Weighted Ratings = Final Score, Domain 1 – 3

FINAL TEACHER EFFECTIVENESS RUBRIC SCORE, DOMAINS 1 – 3 _____

(Rounded to the nearest hundredth)

TEACHER EFFECTIVENESS RUBRIC, CONTINUED

STEP 2:

DOMAIN 4: PROFESSIONALISM

ATTENDANCE	0 OR -.25
ON-TIME ARRIVAL	0 OR -.25
POLICIES AND PROCEDURES	0 OR -.25
RESPECT	0 OR -.25
FINAL RATING (CIRCLE ONE)	MEETS STANDARDS DOES NOT MEET STANDARDS

FINAL TEACHER EFFECTIVENESS RUBRIC SCORE

Directions: If the teacher 'Meets the Standards" above, circle the '0' points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct -.25 for each area of Professionalism from the score calculated in the previous step that the teacher is not proficient in as indicated by the evidence.

FINAL TEACHER EFFECTIVENESS RUBRIC SCORE _____.

STEP 3: FINAL SUMMATIVE RATING

Use the appropriate weights to calculate the final rating:

EASURE	RA N 1-4	E H	F NA RA N
	Nearest Hundreth alue		
EACHER EFFEC ENESS RU R C		100%	

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Summative Score

FINAL SUMMATIVE SCORE _____

TEACHER EFFECTIVENESS RUBRIC, CONTINUED

Use the chart below and the teacher's Final Summative Evaluation Score to determine the teacher's final rating.

INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
1.0 POINTS	1.75 POINTS	2.5 POINTS	3.5 POINTS 4.0 POINTS

Note: Final calculation rounded to the nearest hundredth value.

FINAL SUMMATIVE RATING::

☐ INEFFECTIVE

☐ IMPROVEMENT NECESSARY

☐ EFFECTIVE

☐ HIGHLY EFFECTIVE

Teacher Signature
I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature
I have met with this teacher to discuss the information on this form and provided a copy.

Signature _____ Date _____

Flowchart Observation/Evaluation Processes

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks

10 – 20 Minute Observation	40 Minute Observation	40 Minute Observation	Domain 3 & 4 Conf. Review

Post - Conf. Electronic or in person.	Post – Conf. In Person Conference.	Post – Conf. In Person Conference.	Final Summative Rating Review Conference
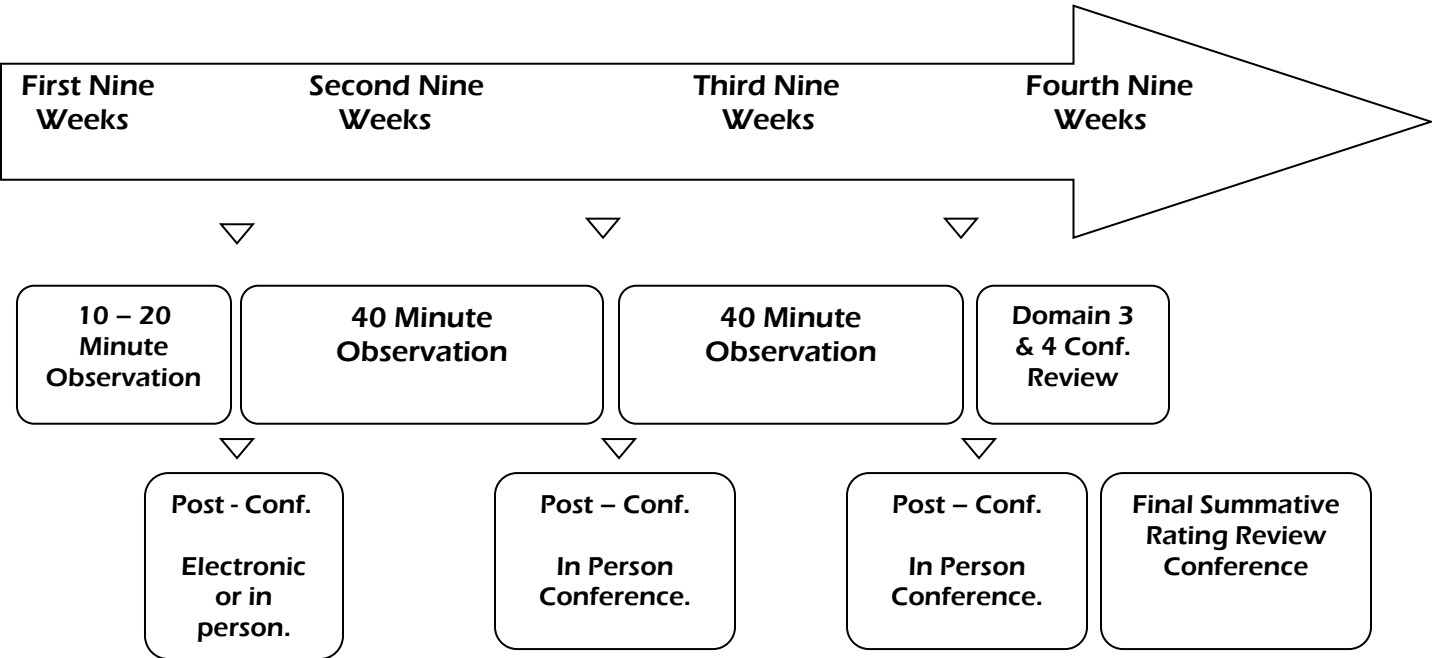
Nineveh-Hensley-Jackson United School Corporation
Evaluation Rubric
'Job Title'
School Year:

Administrator: **Supervisor:**   Matt Prusiecki, Superintendent
                                                        Andrea Perry, Assistant Superintendent

Job Summary:

Strengths:
-

Areas of Improvement:
-

Comments: Highly Effective   Effective   Improvement Necessary   Ineffective

Administrator Signature   **Superintendent Signature**

_____   _____
Date   Date

RISE

Evaluation Model

Evaluator and Principal Handbook Version 3.0

Contents

Indiana's State Model on Principal Evaluation

Background/Context

RISE was designed and revised to provide a quality system, aligned with current legislative requirements that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the RISE principal evaluation system. These individuals dedicated their time and expertise to develop a system that represents excellence in leadership and serves to guide principal development.

A meaningful principal evaluation system reflects a set of core convictions about leadership. From the beginning, IDOE sought to design a model evaluation system focused on effective leadership practice and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. The IDOE designed the RISE principal evaluation system based on four core beliefs about principal evaluation:
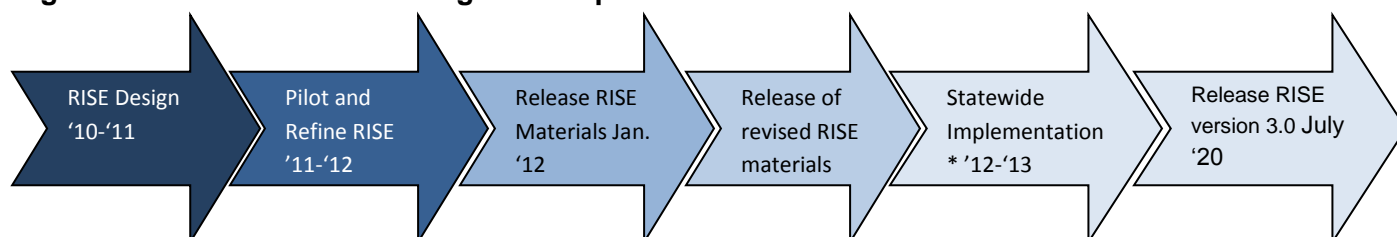
- **Principals matter.** There are two things that account for most of what schools contribute to increased student learning: teacher practice and principal practice. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.

- **The job of principals has changed.** Along with our understanding of the impact of principals, we have developed a more sophisticated understanding of the actions that principals take to drive higher levels of student achievement. RISE puts a premium on those actions in the evaluation of each and every principal.

- **Principal effectiveness needs to be recognized and emulated.** Unfortunately, many evaluations treat principals like interchangeable parts—rating nearly all principals the same and failing to give principals the accurate, useful feedback they need to do their best work in schools. We need to create an evaluation system that gives principals regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each principal's success in leading his or her school to higher levels of performance.

- **A new evaluation system will make a positive difference in principals' everyday lives.** Novice and veteran principals alike can look forward to detailed, constructive feedback, tailored to the individual needs of their schools and students. Principals and corporation leaders will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

3 | P a g e

Timeline for Development

The timeline below reflects the roll-out of the state model for principal evaluation. Public Law 90, passed in April of 2011, required statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. House Enrolled Act (HEA) 1002 (2020) amended existing I.C. 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan.   This legislative change led to the further refinement of the original system to create RISE 3.0.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation.   Though corporations are encouraged to choose the evaluation system that best meet the needs of their local schools and principals, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation

RISE Design '10-'11	Pilot and Refine RISE '11-'12	Release RISE Materials Jan. '12	Release of revised RISE materials	Statewide Implementation * '12-'13	Release RISE version 3.0 July '20

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. The RISE model is an option and serves as a resource for corporations, but is not mandatory.

Performance Level Ratings

Each principal will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* principal consistently exceeds expectations. This is a principal who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the highly effective principal's school, on aggregate, have generally exceeded expectations for academic growth and achievement.

- **Effective**: An *effective* principal consistently meets expectations. This is a principal who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student

learning outcomes. The students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement.

- **Improvement Necessary**: A principal who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement.

- **Ineffective:** An *ineffective* principal consistently fails to meet expectations. This is a principal who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement.

Overview of Components

The principal's role is a highly complex one. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

1. **Professional Practice** – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.

2. **Additional Components** – A principal's contribution to student academic progress, fulfillment of the school improvement plan, and compliance with school corporation rules and procedures as determined by local level context and goals.
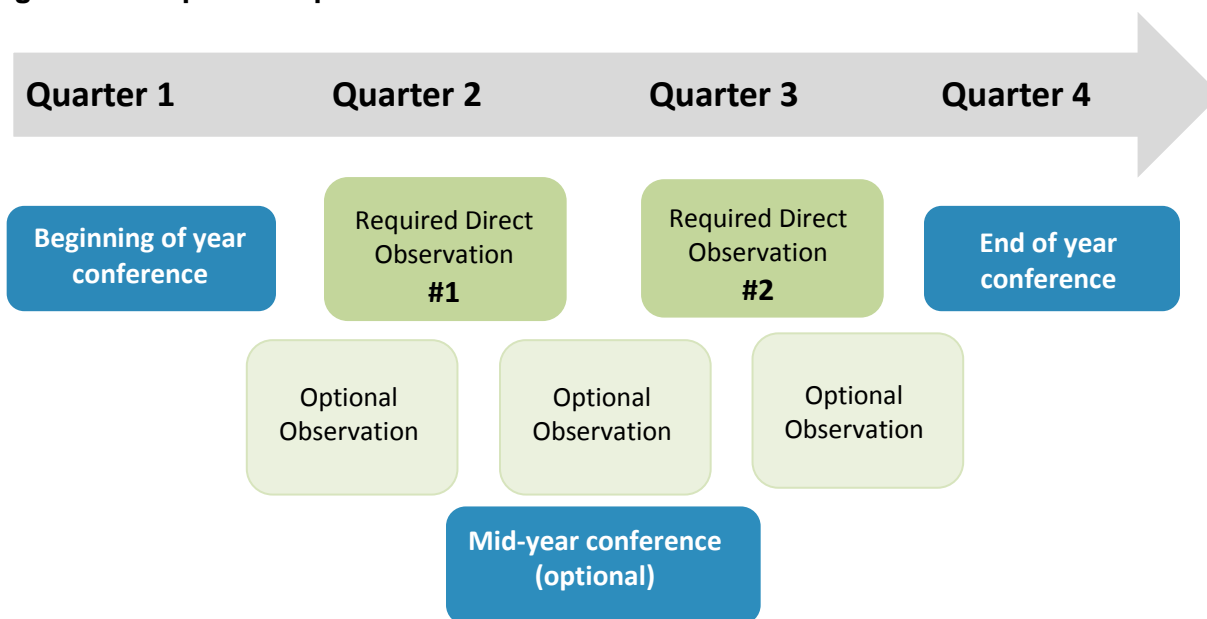
Evaluation of Other Administrators

The RISE Principal Evaluation and Development System (referred to simply as RISE through the rest of the document) was created with principals in mind and may not always be appropriate to use to evaluate other school or district administrators. Though certain components of RISE can be easily applied to individuals in other administrative positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for administrators other than principals are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for principals and this version of RISE meets the minimum requirements specified in Appendix A.

Timeline for Principal Evaluation

Evaluation is an annual process and tracks the arc of the school year, as shown in the figure below.

Figure 2: Sample Principal Evaluation Timeline

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Beginning of year conference	Required Direct Observation #1	Required Direct Observation #2	End of year conference
	Optional Observation	Optional Observation	Optional Observation
	Mid-year conference (optional)		

At the beginning of the year, the principal and evaluator meet for a **beginning-of-year conference**. This is an opportunity to discuss the principal's prior year performance and map out a plan for the year. Evaluators and principals should leave the conference with clarity on:

- The areas of practice that will be the focus for a principal's work and an evaluator's support throughout the year; and
- A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two **required direct observations** and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the principal.

A strongly recommended but optional element of RISE is a **mid-year conference**. Held in the middle of the year, this is an opportunity for the evaluator and principal meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to date.

In the spring, evaluators and principals meet for an **end-of-year conference**. This is an opportunity to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a **summative conference**. This is when the evaluator shares his/her **summative rating** of the principal, reviewing the principal's areas of strengths and development for the year.

Component 1: Professional Practice

Indiana Principal Effectiveness Rubric: Background and Context

The Principal Effectiveness Rubric was developed for four key purposes:

1. **To shine a spotlight on great leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

2. **To provide clear expectations for principals:** The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.

3. **To help principals and their managers identify areas of growth and development:** The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.

4. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

Indiana Principal Effectiveness Rubric: Overview

The rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

Figure 3: Domains and Competencies

Domain 1: Teacher Effectiveness

    1.1 Human Capital Manger
    1.2 Instructional Leadership
    1.3 Leading Indicators of Student Learning

Domain 2: Instruction

    2.1 Personal Behavior
    2.2 Building Relationships
    2.3 Culture of Achievement
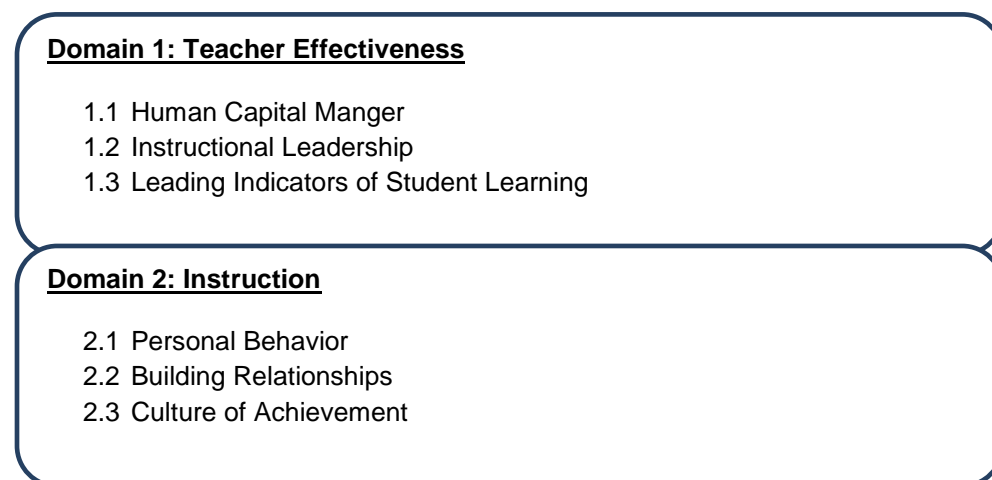
It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation tool that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

The Indiana Principal Effectiveness Rubric

In Appendix C of this handbook, you will find the Principal Effectiveness Rubric. Supporting observation and conference documents and forms can be found in Appendix B.

Collecting Evidence on Principal Practice

In RISE, administrators who supervise principals will serve as the formal evaluators for principals. They will be responsible for approving the Administrative Student Learning Objectives set by principals, conducting observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from our belief that these administrators – usually superintendents and assistant superintendents – need to focus their role (as many already do) on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

A Note about "Primary" and "Secondary" Evaluators: For those familiar with the use of "primary" and "secondary" evaluators in the RISE Teacher Evaluation System, there are some important differences to note in the RISE Principal Evaluation System. Principal supervisors, either superintendents or assistant superintendents, may ask other trained evaluators who have a record of effective school leadership to assist in the evaluation process by collecting *additional* evidence and providing feedback to principals. However, principal supervisors are responsible for collecting evidence themselves through the two required observations, and for reviewing all information collected throughout the year and determining a summative rating.

In order to accurately and comprehensively assess principal practice on the RISE Principal Effectiveness Rubric, evaluators should collect four types of evidence:

1. Direct observation – This involves observing the principal undertaking a wide range of possible actions (e.g., leading professional development sessions, debriefing with a teacher about a classroom observation, leading a data team meeting or a meeting to discuss next steps to support a struggling student, visiting classrooms, meeting with students individually or addressing groups of students, meeting with parents, etc.).

2. Indirect observation – This involves observing systems that clearly result from the principal's work but may operate without the principal present (e.g., grade level or department planning meetings, peer coaching sessions, visiting classrooms, etc.).

3. Artifacts – This involves reviewing written records of a principal's work (e.g., the school improvement plan, the master schedule, coaching records, teacher evaluation reports, etc.). Artifacts are often collected by the principal him/herself as part of the evaluation process.

4. Data – This involves reviewing concrete results of a principal's work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, stakeholder survey results).

Principal supervisors must <u>directly</u> observe principals at least two times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. After each required observation, the evaluator must, within five school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric.

Evaluators should treat these observation requirements as a bare minimum and strive to observe principal practice – directly and indirectly – significantly more. In fact, while the minimum requirement is two observations in year one of RISE implementation, in future years RISE will likely require a higher number of observations. While other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and

substantive feedback is a critical feature of a strong evaluation system. While this represents a significant shift from current practice for many superintendents and principals, it is a shift that will have powerful effects on the quality of leadership and, by extension, on the instruction that students receive.

Figure 4: Principal Observation Requirements

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Required	30 min.	2/yr	Optional	Yes	Within 5 days	Optional
Optional	Varies	3/yr (suggested)	No	Optional (encouraged)	Optional (encouraged)	No

It is essential that during observations the evaluator take evidence-based notes, writing specific instances of what the principal and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

Figure 5: Evidence vs. Judgment

Evidence	Judgment
DIRECT OBSERVATION	
P: (During staff meeting): P discusses data with teachers "… all teachers need to develop goals by themselves and keep them in their file till the end of the school year."	Principal doesn't promote collaboration and misunderstands the processes around data collection and goal setting.
INDIRECT OBSERVATION	
E: (At grade-level team meeting): T's have no written or stated objective for the meeting. T's express confusion about what they should be doing. T:"Let's discuss student behavior during recess"…	Principal has not effectively communicated expectations for how time is used in grade-level planning meetings

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the principal with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on

specific competencies after observations, the process of mapping specific evidence to indicators provides principals a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the "Effective" column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

A word on collecting artifacts and reviewing data: Evaluators should collect enough evidence to help them make accurate professional judgments on the rubric, but should think carefully about the quality, alignment, and purpose of all evidence collected. Collecting large quantities of low-quality, poorly aligned evidence will only burden the principal and the evaluator.

Written artifacts should serve two purposes. First they can supplement observation, providing more evidence that is relevant to an observation. For example, using the direct observation evidence described in Figure 6, artifacts for the first example may include a schedule of RTI meetings or written documentation of the interventions and instructional strategies that were discussed. In the second example, the student performance data reviewed by the principal and teacher in addition to subsequent student performance data related to this concept would provide supporting evidence for the evaluator's rating of the principal for this indicator. As with direct and indirect observations, it is important to ensure that the artifacts and data that are collected align with the competencies and indicators against which the principal's performance is being evaluated. The second purpose of artifacts is to provide evidence on sections of the rubric that might be more difficult to observe directly.

The same purposes apply to reviewing school data as evidence. For example, parent and teacher survey results often provide valuable evidence of a principal's practice across a range of competencies and sub-competencies in the rubric (some notable ones being 1.1.4: Leadership and Talent Development; 1.3.4: Instructional Time; 2.1.1: Professionalism; and 2.2.2: Communication).

Figure 6: Mapping Evidence to Indicators

Evidence	Indicator
E: Conduct RTI meetings weekly with grade level Ts and intervention teachers during their 45 minute planning time. P: "This is definitely multiple comprehension strategies; not that they wouldn't continue to practice all of those, but for the purpose of your targeted area it would simplify it to have a single focus. "	Orchestrating frequent and timely team collaboration for data analysis. (E – 2.3.3) Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (E – 2.3.3)
E: Principal meets with T to review student performance data from an assessment over content delivered during the Ps last classroom observation.	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (E – 1.2.2)

P: "The data show that your Ss understand how to identify the main idea of a paragraph. What do the data show regarding your Ss abilities to determine the meanings of complex words using contextual cues? T: Only my top Ss understood that concept. P: What adjustments can you make when you teach this concept to help all your Ss understand? Do you include all Ss in your check for understanding before moving on in the lesson?"	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (E – 1.2.2)

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for purposes of feedback and ratings. On these fronts, here are some recommendations for evaluators:

- Consider establishing a regular (e.g., monthly) schedule for observation and feedback with principals, while also leaving room for unannounced visits.
- Hold a mid-year conference to assess progress and review actions steps, providing principals with an idea of where they stand and what they need to do to improve or accelerate progress.
- Maintain a file (ideally electronic) for each principal and establish a process for others involved in a principal's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening principals and pulling them from critical leadership work.

Adjusting the Intensity of Evidence Collection

New principals and struggling principals will benefit from early and frequent feedback on their performance. It is expected that evaluators will collect more evidence on the practice of novice and struggling principals than is required for RISE or is typical for more veteran and more effective principals. Evaluators should adjust timing of observations and conferences to ensure all principals receive the support they need.

Novice and struggling principals are encouraged to complete a professional development plan (see the form in Appendix B) with the support of their evaluator. The plan is a tool for principals to assess their own performance and set development goals. Principals utilizing a professional development plan work with their evaluators to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals are formally discussed during a mid-year conference, at which point the evaluator and principal discuss the principal's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Principal Effectiveness Rubric. Although every principal is encouraged to set goals around his/her

performance, <u>only principals who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator</u>. This may also serve as the remediation plan specified in Public Law 90. When used as the remediation plan, the timeline for the plan can be no longer than 90 days, and the plans are required to use license renewal credits for professional development activities.
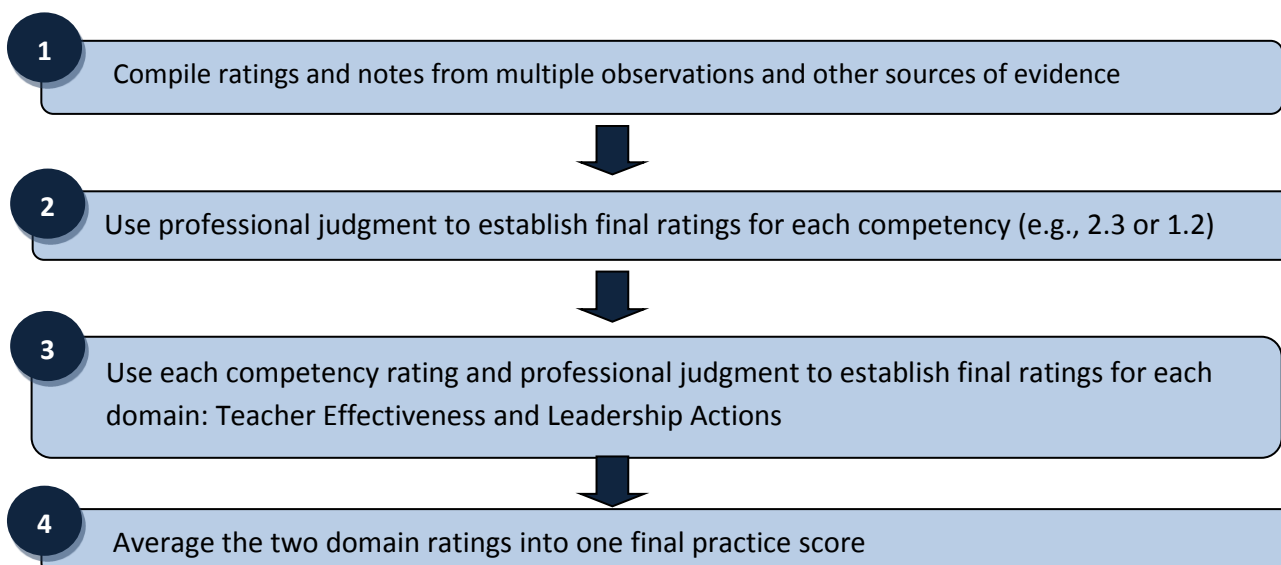
Principal Effectiveness Rubric: Scoring

At the end of the year, evaluators must determine a final principal effectiveness rubric rating and discuss this rating with principals during the end-of-year conference.

Assessing a principal's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how principals lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Principal Effectiveness Rubric provides a comprehensive framework for observing a principal's practice that helps evaluators synthesize what they see in the school, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a principal a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which a principal's practice grew over the year, the principal's response to feedback, how the principal adapted his or her practice to the current situation, and the many other appropriate factors that cannot be directly accounted for in the Principal Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Principal Effectiveness Rubric and the specific context of a principal's school and students.

The final principal effectiveness rating will be calculated by the evaluator in a four step process:

1   Compile ratings and notes from multiple observations and other sources of evidence

2   Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

3   Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions

4   Average the two domain ratings into one final practice score

Each step is described in detail below.

1 **Compile ratings and notes from multiple observations and other sources of evidence**

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. They will need to devote time to reviewing all of these materials.

2 **Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)**

After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)

3 **Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions**

It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)
Domain Ratings	3 (E)			2 (IN)		

4 **Average the two domain ratings into one final practice score.**

At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.

(3 + 2) / 2 = 2.5

2.5 is the final rubric/professional practice score

This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

	Category	Points
RISE Principal Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including school wide measures of student learning. This calculation is described below on pages 26-28.

Component 2: Additional Components

Additional Components: Overview

A principal's contribution to student academic progress, fulfillment of the school improvement plan, and compliance with school corporation rules and procedures as determined by local level context and goals can be considered in the summative evaluation scoring.

Summative Principal Evaluation Scoring

Review of Components

Each principal's summative evaluation score will be based on the following components and measures:

1. Professional Practice: Principals receive a summary rating on their practice as judged against the Principal Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.

2. Additional Components: School districts opting to incorporate additional components; such as A-F Accountability Grade, or other locally determined components may do so.

The table below shows the points associated with each performance level on each of these measures.

Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

Weighting of Measures

For principals, districts may opt to weight Professional Practice and Other Components determined locally using one of the two options below:

Option 1
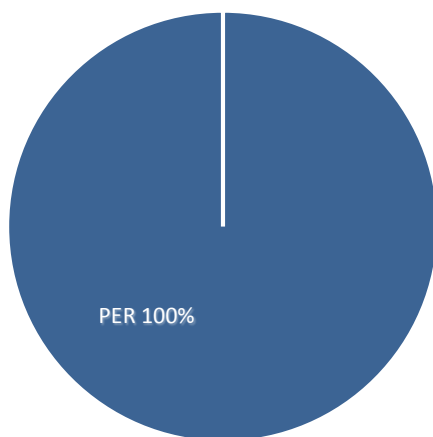
Option 2
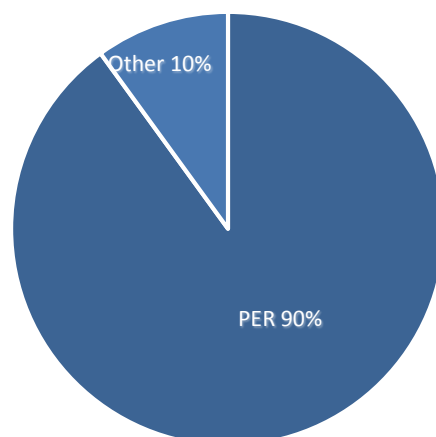
Below is an example of the weights applied for an Option 2 principal who

- receives ratings of "Effective" on one domain of the rubric and "Improvement Necessary" on the other → Rubric rating = 2.5
- received a rating of 3 for a locally created goal

Example Summative Scoring Chart

	Raw Score Weight	x	Score
Rubric Rating	2.5	0.90	2.25
Other Component	3	0.10	0.30
		Comprehensive Effectiveness Rating	2.55

This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

The score of 2.55 (from the example above) maps to a summative rating of "Effective." Evaluators should meet with principals in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when principals return in the fall, depending on the availability of data for the individual principal.

Frequently Asked Questions

Who can evaluate principals? A principal must be evaluated by his/her supervisor, who is usually a superintendent or assistant superintendent. Serving in this role means conducting the minimum number of observations, holding at least the required conferences, approving the Administrative SLOs, and assigning a summative rating. It also means being responsible for the professional growth of principals. Indeed, a major shift with RISE is an expectation that all principal supervisors prioritize their role as developers of leadership talent, as many already do.

What about "secondary" evaluators and/or peer evaluators? A principal supervisor can enlist others in the collection of evidence and can offer judgments on that evidence. But, these additional individuals should not perform any of the required functions in place of the evaluator. Superintendents may also want to create opportunities for principals to support the growth and development of their peers through informal or structured observations. In order to maintain trust within the professional community, superintendents should set clear expectations about how information gathered in this way will be used as part of a principal's evaluation.

RISE specifies a minimum of two observations (this year) but encourages more. How much is enough? Around the country, districts that have adopted a strong ethic around instructional leadership make the observation of principal practice a regular and ongoing occurrence. Principal supervisors should aspire to be in each school they supervise on a monthly basis, and more frequently if case-loads permit.

If I am collecting evidence at the sub-competency level, how do I roll up all of my evidence and judgments into ratings at the competency level? There is no formula for arriving at competency ratings. Evaluators should use their professional judgment and should consider where the preponderance of evidence lies. It is also useful to consider whether there are sub-competencies that have been the focus of a principal's practice; those may have particular weight in determining a competency rating.

Glossary of RISE Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a principal and evaluator discuss the principal's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.

Competency: There are six competencies, or skills of an effective principal, in the Indiana Principal Effectiveness Rubric. These competencies are split between the two domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Domain: There are two domains, or broad areas of focus, included in the Indiana Principal Effectiveness Rubric: Teacher Effectiveness and Leadership Actions. Under each domain, competencies describe the essential skills of effective leadership practice.

End-of-Year Conference: A conference in the spring during which the principal and evaluator discuss the principal's performance on the Principal Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

Evaluator: The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals' supervisors serve as evaluators.

Indiana Principal Effectiveness Rubric: The Indiana Principal Effectiveness Rubric includes six competencies in two domains: Teacher Effectiveness and Leadership Actions.

Indiana Evaluation Cabinet: A group of school administrators and educators from across the state who helped inform the design the RISE model, including the Indiana Principal Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed for each performance area in each sub-competency in the Indiana Principal Effectiveness Rubric.

Mid-Year Conference: An optional, but strongly recommended, conference in the middle of the year in which the evaluator and principal meet to discuss performance thus far.

Observation: A visit to a school to observe principal practice. Evaluators must undertake at least 2 direct observations, of a minimum of 30 minutes each, in a given school year. Required observations can be announced or unannounced, and are accompanied by mandatory post-conferences including written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.

Post-Conference: A mandatory conference that takes place after a required observation during which the evaluator provides rubric-aligned feedback to the principal.

Professional Development Goals: These goals, identified through self-assessment and review of prior evaluation data, are the focus of the principal's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Development Plan: The individualized plan for professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only principals in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: An evaluator's ability to look at evidence and make an informed decision on a principal's performance without a set calculation in place. Evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Principal Effectiveness Rubric and conferences during which evaluators and principals may review additional materials.

Sub-competency: There are 23 sub-competencies distributed across the six competencies in the RISE Principal Effectiveness Rubric. Each sub-competency is a discrete concept that is part of the overarching competency, but can be measured across the four levels of performance in the rubric.

Summative Conference: A conference where the evaluator and principal discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data is not available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a principal's Professional Practice rating and additional components. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this resource and the Principal Effectiveness Rubric (PER) exactly as written are considered to be using the *RISE Indiana Principal Evaluation System*. This RISE principal system should be considered separate from the *RISE Indiana Teacher Evaluation System.*

If a corporation chooses to make minor edits to the RISE principal system from the minimum requirements stated below, the system must then be titled "(Corporation name) RISE for Principals," and should be labeled as such on all materials. These minimum requirements for the RISE principal system are as follows:

Professional Practice Component
- Use of the Principal Effectiveness Rubric (PER) with all domains and competencies; with the exception of competency 1.3 Student Learning

Summative Scoring
- Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of the RISE principal evaluation system (found at www.riseindiana.org), the corporation may no longer use the name "RISE." Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE."

Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of principal practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

Optional Observation Mapping Form

**Note: It is not expected that every competency be observed during every observation.
This form may be used for formal or informal observations per evaluator preference.**

SCHOOL: _____ OBSERVER: _____

PRINCIPAL: _____ OBSERVATION SETTING: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

1.1 HUMAN CAPITAL MANAGER	
Evidence	**Indicator**

1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	**Indicator**

1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT	
Evidence	**Indicator**

2.1 PERSONAL BEHAVIOR	
Evidence	**Indicator**

2.2 BUILDING RELATIONSHIPS	
Evidence	**Indicator**

2.3. CULTURE OF ACHIEVEMENT	
Evidence	**Indicator**

OVERALL STRENGTHS:	OVERALL AREAS OF IMPROVEMENT:

Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken during the observation. This form is designed to summarize and supplement the notes.

SCHOOL: _____   OBSERVER:_____

PRINCIPAL: _____   OBSERVATION SETTING:_____

DATE OF OBSERVATION: _____START TIME:_____   END TIME: _____

Domain 1: Areas of Strength Observed (identify specific competencies):

Domain 1: Areas for Improvement Observed (identify specific competencies):

Domain 2: Areas of Strength Observed (identify specific competencies):

Domain 2: Areas for Improvement Observed (identify specific competencies):

Action Steps for Improvement:
This section should be written by the principal and evaluator during the post-conference.

Optional Mid-Year Conference Form

SCHOOL: _____   EVALUATOR: _____

PRINCIPAL: _____   DATE: _____

Note: **Mid-year check-in conferences are optional for any principal without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for principals to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.**

Number of Observations Prior to Mid-Year Check-in: _____

Domain 1: Teacher Effectiveness	Mid-Year Assessment of Domain 1
1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
Domain 2: Leadership Actions	**Mid-Year Assessment of Domain 2**
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Optional Summative Rating Form

SCHOOL: _____   EVALUATOR: _____

PRINCIPAL: _____   DATE: _____

Principal Effectiveness Rubric Scoring

Domain 1: Teacher Effectiveness	Competency Rating	Final Assessment of Domain 1 (Comments)
1.1 Human Capital Manager 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	1.1: _____ 1.2: _____ 1.3: _____	
Final Domain Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**
Domain 2: Leadership Actions	**Competency Rating**	**Final Assessment of Domain 2 (Comments)**
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	2.1: _____ 2.2: _____ 2.3: _____	
Final Domain Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domain 1 Rating	+	Domain 2 Rating	/2 =	Final Rating
	+		/2 =	

Option 2 Final Rating

	Raw Score	x Weight	Score
Rubric Rating		0.90	
Other Components		0.10	
		Comprehensive Effectiveness Rating	

Option 1 Final Rating

	Raw Score	x Weight	Score
Rubric Rating		1.00	
		Comprehensive Effectiveness Rating	

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the principal's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

☐ **Ineffective**   ☐ **Improvement Necessary**

☐ **Effective**   ☐ **Highly Effective**

Principal Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature

I have met with this Principal to discuss the information on this form and provided a copy.

Signature: _____ Date: _____

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there are not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Date Developed:		Date Revised:	
Evaluator Approval	X		

Professional Growth Goal #1						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	**Action Steps:** *Include specific and measurable steps you will take to improve.*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
Professional Growth Goal #2						
Overall Goal: *Using your most recent evaluation, identify a professional growth*	**Action Steps:** *Include specific and measurable steps you will take to improve.*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*

goal below. Identify alignment to rubric (domain and competency).	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #3

Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	

		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Appendix C – Indiana Principal Effectiveness Rubric

On the following page, you will find the Indiana Principal Effectiveness Rubric.

RISE

Indiana Principal Effectiveness Rubric

Evaluation Model

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials. Districts may elect to use the rubric with competency 1.3 Leading Indicators of Student Learning removed if choosing to discontinue use of SLOs as Other Components. This section of the rubric has been highlighted for that purpose.

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school. –	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	**Evaluation of teachers**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

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[1] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.
1.1.6	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:**	**Principal uses staff placement to support instruction by:**	**Principal uses staff placement to support instruction by:**	**Principal <u>does not</u> use staff placement to support instruction by:**

[2] This indicator obviously assumes there is ability of leader to make these decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		– Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	– Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement.	– Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	– Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal does not address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal does not support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.2	**Classroom observations**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals;	**Principal <u>does not</u> support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.

			– Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	– Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal does not support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Professionalism**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal does not support professionalism by:** – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	**Time management**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	**Principal manages time effectively by:** – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3	**Using feedback to improve student performance**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	**Principal uses feedback to improve student performance by:** – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Principal uses feedback to improve student performance by:** – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Principal does not use feedback to improve student performance by:** – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

| 2.1.4 | Initiative and persistence | At Level 4, a principal fulfills the criteria for Level 3 and additionally:
– Exceeding typical expectations to accomplish ambitious goals;
– Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;
– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. | Principal displays initiative and persistence by:
– Consistently achieving expected goals;
– Taking on voluntary responsibilities that contribute to school success;
– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;
– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Principal displays initiative and persistence by:
– Achieving most, but not all expected goals;
– Occasionally taking on additional, voluntary responsibilities that contribute to school success;
– Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;
– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Principal <u>does not</u> display initiative and persistence by:
– Rarely or never achieving expected goals;
– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;
– Rarely or never taking risks to support students in achieving results;
– Never seeking out potential partnerships. |

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	Principal creates an organizational culture of urgency by: – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	Principal creates an organizational culture of urgency by: – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	Principal <u>does not</u> create an organizational culture of urgency by: – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Principal skillfully and clearly communicates by: – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	Principal <u>does not</u> skillfully and clearly communicate by: – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	Principal does not create a consensus for change and improvement by: – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	Principal creates and supports high academic and behavior expectations by: – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	Principal creates and supports high academic and behavioral expectations by: – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	Principal does not create or support high academic and behavior expectations by: – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Principal establishes academic rigor by: – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Principal establishes academic rigor by: – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	Principal has not established academic rigor by: – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.

2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	Principal utilizes data by: – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	Principal utilizes data by: – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	Principal <u>does not</u> utilize data by: – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

RISE

Evaluation and Development System

Indiana
Assistant Principal
Effectiveness
Rubric

Overview

What is the purpose of the Assistant Principal Effectiveness Rubric?
The Assistant Principal Effectiveness Rubric was developed for three key purposes:

To Shine a Spotlight on Great Leadership: The rubric is designed to assist schools and districts in their efforts to increase assistant principal effectiveness and ensure the equitable distribution of great leaders across the state.

To Provide Clear Expectations for Assistant principals: The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.

To Support a Fair and Transparent Evaluation of Effectiveness: The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Assistant Principal Effectiveness Rubric?
A representative group of leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Assistant Principal Effectiveness Rubric?
While drafting the Assistant Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:
Achievement First's *Professional Growth Plan for School Principals*
CHORUS's *Hallmarks of Excellence in Leadership*
Clay Christensen's *Disrupting Class*
Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
Doug Reeves' *Leadership Performance Matrix*
Gallup's *Principal Insight*
ISLLC's *Educational Leadership Policy Standards*
Kim Marshall's *Principal Evaluation Rubrics*
KIPP's *Leadership Competency Model*
Mass Insight's *HPHP Readiness Model*
National Board's *Accomplished Principal Standards*
New Leaders *Urban Excellence Framework*
NYC Leadership Academy's *Leadership Performance Standards Matrix*
Public Impact's *Turnaround Leaders Competencies*
Todd Whitaker's *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?
The rubric is divided into two required domains for all assistant principals with three optional competencies that apply to assistant principals based on their particular role in the school:

Domain 1: Core Teacher Effectiveness (required domain)
Domain 2: Core Leadership Actions (required domain)
Optional Competencies

Discrete competencies within each domain target specific areas that effective assistant principals must focus upon.

What about assistant principals who focus on particular areas (e.g. student discipline, curriculum and instruction)?

Assistant principals are required to wear many hats, depending on the school in which they work. Some assistant principals are curriculum leaders while others are disciplinarians or focus on athletics. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate assistant principals with special areas of responsibility takes on greater importance.

This rubric is structured so that all assistant principals across the state are evaluated on two "core" areas of responsibility in addition to any other area(s) that are specific to their role. For example, an assistant principal who serves as the curriculum leader would be evaluated on Domains 1, 2, and any sub-competencies that are applicable from the Curriculum and Instructional Leadership competency.

It is important to note that when it comes to selecting optional competencies, the school corporation may adopt the competencies in its entirety, or select only those most applicable to the unique role of the assistant principal they are evaluating.

How do I ensure the effective implementation of the Assistant Principal Effectiveness Rubric?
The devil is in the details. Even the best assistant principal evaluation tool can be undermined by poor implementation. Successful implementation of the Assistant Principal Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and support:** Administrators responsible for the evaluation of assistant principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability:** The differentiation of assistant principal effectiveness must be a priority for principals and district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of assistant principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the assistant principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how assistant principals are assigned and retained, how assistant principals are compensated and advanced, what professional development assistant principals receive, and when and how assistant principals are dismissed.

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Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission & Vision					
1.1.1	**Contributes to the achievement of the mission & vision**	**In addition to Level 3, the assistant principal:** – Catalyzes commitment to and vigorous pursuit of the school's vision & mission	**The assistant principal:** – Working through complex issues in ways that energize stakeholder commitment – Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives – Translates the vision and mission into daily school practices	**The assistant principal:** – Contributes individual capabilities to achieve essential objectives – Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent	**The assistant principal:** – Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision – Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	**Assists the principal in hiring, developing and retaining effective teachers**	**In addition to Level 3, the assistant principal:** – Provides the student management and/or instructional support necessary to develop and retain effective early career teachers	**The assistant principal:** – Bases hiring recommendations primarily on the teacher's level of effectiveness – Takes specific actions to facilitate the development and retention of effective staff members – Aligns personnel recommendations with the vision and mission of the school	**The assistant principal:** – Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations – Takes action steps that have a limited effective on the development and/or retention of effective teachers – Occasionally aligns the school's vision/mission to hiring recommendations	**The assistant principal:** – Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations – Fails to take consistent steps to facilitate the development and/or retention of effective teachers – Fails to align hiring recommendations to the mission and vision of the school

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Human Capital Management					
1.2.1	**Observes professional practice**	**In addition to Level 3, the assistant principal:** – Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented – Differentiates the number of observations based on observed levels of teacher effectiveness	**The assistant principal:** – Examines prior performance and student achievement data to inform observations and walkthroughs – Accurately categorizes observed instructional practice – Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal	**The assistant principal:** – Frequently categorizes instructional practice inaccurately – Conducts the minimum number of required observations, despite observed deficiencies in professional practice – Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal	**The assistant principal:** – Fails to conduct an adequate number of observations – Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	**Provides actionable feedback**	**In addition to Level 3, the assistant principal:** – Models desired actions or schedules opportunities for the teacher to learn from other teachers – Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.	**The assistant principal:** – Develops bite-sized action plans focused on the highest leverage teacher actions – Provides a clear directions for how to do the most important tasks well – Frequently follows up to ensure feedback is implemented with fidelity	**The assistant principal:** – Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions – Leaves implementation of feedback to chance by failing to consistently follow-up	**The assistant principal:** – Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether – Fails to develop action plans with teachers
1.2.3	**Monitors student performance**	**In addition to Level 3, the assistant principal:** – Develop teachers' collective ability to positively impact student learning – Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs	**The assistant principal:** – Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps – Collaboratively develops concrete action steps aligned with student and teacher needs – Frequently follows up to ensure action plans are implemented with fidelity	**The assistant principal:** – Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers – Allows teachers to establish action steps that lack clarity or alignment to performance data – Fails to frequently follow up to ensure proper implementation	**The assistant principal:** – Primarily analyzes data only after statewide achievement tests are complete – Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	**Demonstrates commitment to improve teacher performance**	**In addition to Level 3, the assistant principal** – Identifies and facilitates opportunities for teachers to share best practices – Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement	**The assistant principal:** – Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies	**The assistant principal:** – Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Provides individual assistant/coaching that is infrequent	**The assistant principal:** – Disregards the need for individualized assistance/coaching – Provides limited opportunities for teachers to engage in professional learning

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Talent Review				
1.3.1 **Assists the principal with the evaluation of teachers**	**In addition to Level 3, the assistant principal:** – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning	**The assistant principal:** – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers	**The assistant principal:** – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness	**The assistant principal:** – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Professional Leadership					
2.1.1	**Effectively communicates**	In addition to Level 3, the assistant principal – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication	The assistant principal: – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff	The assistant principal: – Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness – Responds in an inconsistent manner to resolve expressed concerns	The assistant principal: – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	**Reflects on practice and continually learns**	In addition to Level 3, the assistant principal – Promotes a culture of self-reflection and continuous improvement – Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement	The assistant principal: – Expresses willingness to learn and openly acknowledges areas for growth – Learns from personal experiences and the actions/insights of others – Establishes priorities and achieves action plans focused on high-leverage leadership competencies	The assistant principal: – Expresses willingness to learn from others, but is reluctant to admit own short-comings – Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.	The assistant principal: – Resists changes to personal or leadership behaviors – Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	**Demonstrates resiliency and persistence**	In addition to Level 3, the assistant principal – Engages staff and self in a continuous pursuit of professional growth and school improvement – Anticipates problems and Confronts and solves problems that had yet to be successfully addressed	The assistant principal: – Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals – Identifies action steps and leverages available resources to confront difficult problems	The assistant principal: – Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals	The assistant principal: – Reacts with visible frustration to challenging problems or setbacks – Easily loses focus on improving student achievement
2.1.4	**Monitors time and task management**	In addition to Level 3, the assistant principal: – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities	The assistant principal: – Consistently allocates the time and resources necessary to achieve ambitious goals – Spends time on high leverage activities – Delegates applicable responsibilities to other staff and helps them achieve success in these activities	The assistant principal: – Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions – Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.	The assistant principal: – Rarely protects time for instructional leadership priorities – Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 School Leadership				
2.2.1 **Maintains a culture of excellence**	**In addition to Level 3, the assistant principal:** − Instills the daily habits necessary to create a culture of excellence − Is unwavering in maintaining high expectations for everyone	**The assistant principal:** − Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning − Provides students and staff the support, time, and structures necessary to be successful − Celebrates the accomplishments of others and proactively resolves performance issues	**The assistant principal:** − Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture − Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected	**The assistant principal:** − Fails to take the initiative to identify and recognize the accomplishments of others − Consistently ignores staff or student performance issues
2.2.2 **Enhances teacher collaboration**	**In addition to Level 3, the assistant principal:** − Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement	**The assistant principal:** − Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school − Holds collaborating teams accountable for achieving desired results	**The assistant principal:** − Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards	**The assistant principal:** − Fails to provide teacher teams the support and/or resources necessary for to achieve desired results − Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3 **Supports a universal code of conduct**	**In addition to Level 3, the assistant principal:** − Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors	**The assistant principal:** − Coaches a culture of excellence through repeated practice and modeling of desired behaviors − Consistently and fairly applies positive and negative consequences for behavior − Promotes a predictable, safe learning environment through consistency of actions	**The assistant principal:** − Supports the maintenance of routines, procedures, and policies; but is primarily reactive − Fails to consistently apply either positive and/or negative consequences for behavior	**The assistant principal:** − Sends inconsistent messages about school policy − Tolerates discipline violations and allows positive student and staff behavior to go unrecognized
2.2.4 **Engage families and the community in student learning**	**In addition to Level 3, the assistant principal:** − Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education	**The assistant principal:** − Fosters partnerships with families, community agencies and/or the corporate sector − Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs − Assists the principal in securing cooperation from family and community members to support school improvement initiatives	**The assistant principal:** − Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning − Inconsistently engages established parents	**The assistant principal:** − Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

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Optional Competencies

Optional Competencies: Professional Development, Instructional Leadership & School Culture

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.x Professional Development				
1.x.x **Oversees school-wide professional development**	**In addition to Level 3, the assistant principal:** – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement	**The assistant principal:** – Uses student performance data and teacher evaluation results to develop a systemic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness	**The assistant principal:** – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness	**The assistant principal:** – Fails to provide regular professional development opportunities aligned to the staff's learning needs
1.x.x **Builds productive professional learning communities**	**In addition to Level 3, the assistant principal:** – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement	**The assistant principal:** – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals	**The assistant principal:** – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams	**The assistant principal:** – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams

1.x.x	**Addresses teachers rated ineffective or improvement necessary**	**In addition to Level 3, the assistant principal**
		– Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan
			The assistant principal:
			– Assists the principal with the development of a remediation plan for teachers that
			  o Focuses on highest leverage teacher actions
			  o Includes measurable goals and action steps
			  o Contains a timeline and system to monitor implementation
			  o Outlines consequences for failure to improve performance
			– Provides tools and the assistance/coaching necessary to improve performance
			– Where appropriate, recommends termination of underperforming teachers using performance-based evidence
				The assistant principal:
				– Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance
				– Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions
					The assistant principal:
					– Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy

1.x.x	**Assists the principal with talent & leadership development**	**In addition to Level 3, the assistant principal:** – Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance	**The assistant principal:** – Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers – Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles – Provides meaningful support to emerging leaders in new teacher leadership roles	**The assistant principal:** – Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success	**The assistant principal:** – Bases talent management decisions on personal preference rather than available data or demonstrated ability – Fails to provide meaningful support to emerging leaders

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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.x Curriculum and Instructional Leadership					
2.x.x	**Oversees aligned curricula, instruction and assessments**	**In addition to Level 3, the assistant principal:** – Uses common interim assessments to define the rigor of the academic program – Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning	**The assistant principal:** – Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas – Facilitates inter grade level meetings to ensure vertical articulation of the curriculum – Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions	**The assistant principal:** – Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects – Utilizes some available interim assessments, but fails to implement interim assessments in all courses – Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process	**The assistant principal:** – Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments – Resists revisions to the curriculum even when supported by student learning outcomes
2.x.x	**Supports the development and implementation of rigorous student learning objectives**	**In addition to Level 3, the assistant principal:** – Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs	**The assistant principal:** – Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards – Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary	**The assistant principal:** – Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. – Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies	**The assistant principal:** – Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.x.x	**Uses data to drive instruction**	**In addition to Level 3, the assistant principal:** – Develops teacher leaders' capacity to drive data-driven instruction and decision-making – Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement	**The assistant principal:** – Ensures the availability of clear and intuitive data reports for teacher analysis – Orchestrates frequent and timely teacher team collaboration for data analysis – Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements	**The assistant principal:** – Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process	**The assistant principal:** – Limits analysis of data to year-end autopsies – Inadequately supports staff's use of data to guide instruction

01/11/2013 Draft: This is the first draft of the proposed Assistant Principal Effectiveness Rubric

2.x.x	Implements appropriate academic interventions	In addition to Level 3, the assistant principal: – Implements interventions that have a proven ability to increase student performance – Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance	The assistant principal: – Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals – Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress – Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals	The assistant principal: – Ensures school-level and classroom-level programs are in place to help most students meet their academic goals – Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress – Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress	The assistant principal: – Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress – Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program
2.x.x	Implements and monitors instructional technology	In addition to Level 3, the assistant principal: – Successfully promotes the use of instructional technology that drives greater levels of student achievement	The assistant principal: – Identifies and implements the most effective instructional technology – Develops teachers' ability to utilize instructional technologies to support student learning – Regularly monitors and reports the impact of instructional technology on student learning	The assistant principal: – Develops most, but not all, teachers' abilities to implement available instructional technology – Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning	The assistant principal: – Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.x Student Culture, Management, and Support Services				
2.x.x **Implements effective school policies**	**In addition to Level 3, the assistant principal:** – Institutes operational procedures designed and managed to maximize opportunities for successful student learning	**The assistant principal:** – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders' understanding of school policies and their consequences	**The assistant principal:** – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences	**The assistant principal:** – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
2.x.x **Monitors school culture**	**In addition to Level 3, the assistant principal:** – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices	**The assistant principal:** – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement	**The assistant principal:** – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement	**The assistant principal:** – Rarely uses data to evaluate effectiveness of interventions
2.x.x **Enhances a positive school culture**	**In addition to Level 3, the assistant principal:** – Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy – Demonstrates the ability to positively impact student achievement and culture	**The assistant principal:** – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds all persons accountable for observing agreed upon procedures – Assists teachers with the implementation of effective classroom management plans	**The assistant principal:** – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior	**The assistant principal:** – Inconsistently implements the student code of conduct – Allows irresponsible student behavior

2.x.x	Provides effective supervision	In addition to Level 3, the assistant principal: – Volunteers to assist at school events and or functions to which he/she is not directly assigned	The assistant principal: – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents	The assistant principal: – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents	The assistant principal: – Rarely engages with students, parents, and or community members – Fails to maintain high visibility at supervisory functions
2.x.x	Supports student services	In addition to Level 3, the assistant principal: – Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services	The assistant principal: – Ensures all students have access to educational opportunities/services that meet their learning needs – Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met – Collaborates with service agencies in the community to support student needs that require interventions or additional supports	The assistant principal: – Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner – Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met – Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports	The assistant principal: – Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) – Fails to ensure the social, emotional, academic, and behavioral needs of each student are met – Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 80% Leadership Outcomes, 20% Superintendent Goals/Objectives.
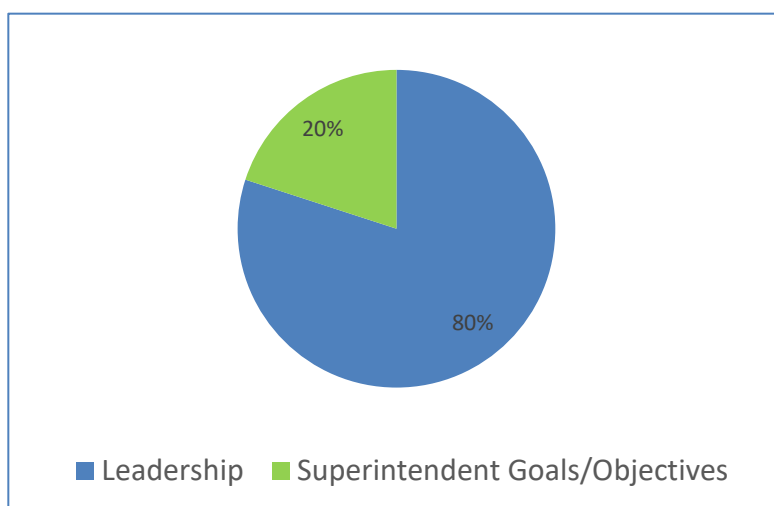
LEADERSHIP OUTCOMES (80%):

Effectiveness Rubric (80%): This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 80% of the superintendent's comprehensive rating.

	Category	Points
Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

SUPERINTENDENT GOALS/OBJECTIVES (20%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:
1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of <u>two</u> goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

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Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score x	Weight =	SCORE
Rubric Rating	3	0.80	2.4
+ Superintendent Goals/Objective Rating	4	0.20	.8
		Comprehensive Effectiveness Rating	3.3

SCALE

	Categories			
	Ineffective	Improvement Necessary	Effective	Highly Effective
Points*	1.0	1.75	2.5	3.5 4.0

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.					
1.1	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent routinely considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on strengths and needs.**	The superintendent has in place a system of professional development that is based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to provide professional development to meet the needs of individual administrators.	The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.
1.3	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Informal and formal positive feedback is linked to corporation goals.	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided.	The superintendent provides no informal or formal feedback to the administrative team.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.					
	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.					
3.1	**The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.**	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	**The superintendent organizes time and prioritizes tasks for effective leadership.**	The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation. The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.					
4.1	**The superintendent actively engages in communication with parents and community.**	There is clear evidence of communication with parents and the community. Survey data is utilized to measure parents and community members viewpoints of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.	There is some evidence of communication with parents and the community. The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships. The superintendent assumes leadership roles in community organizations.	School/community communications are not initiated by the superintendent. The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships. The superintendent occasionally participates in community organizations but does not become actively involved.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that parent and community activities are conducted. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2	**The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.**	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.3	**The superintendent encourages open communication and dialogue with school board members.**	The superintendent has created a culture where input and feedback from all school board members is both sought and encourages. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.4	**The superintendent provides the school board with a written agenda and background material before each board meeting.**	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.					
5.1	**The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.**	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data. .	The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. . Limited data sources are used to develop goals which are not focused or measurable. Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data..	The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance. No data sources are used to develop goals. The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.
5.2	**The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.**	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board. These rigorous academic goals are shared throughout the school community through multiple communication systems.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs. Approved goals by the board are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities. There are some goals established but none that were approved by the board.	The superintendent has no goals and no school improvement priorities established for the corporation.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	**The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.**	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
**6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.**
6.1	**The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.
6.2	**The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).**	The superintendent ensures there are updated procedures in place to address the safety of students and staff. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3	**The superintendent provides responsible fiscal stewardship.**	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. Minimal data is produced to support reallocated resources.	The superintendent does not demonstrate sound, fiscal stewardship.
6.4	**The superintendent demonstrates compliance with legal requirements.**	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.

Indiana Superintendent Evaluation Rubric and Goals Score Sheet

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
Score					

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
Score					

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

Evaluator's Name or #_____

THE CREEK

INDIAN CREEK SCHOOLS

Nineveh-Hensley-Jackson United School Corporation

Rubric for Evaluating and Enhancing Professional Practice:

Occupational and Physical Therapists

DOMAIN 1: PURPOSEFUL PLANNING and PREPARATION

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Assessment or Evaluation process	**1.1**	Therapist uses standardized assessments when relevant to the student, educational need, or setting and consults with other professionals regarding the student assessment.	Therapist uses standardized assessments when relevant to the student, educational need, or setting and faithfully administers and scores tests accurately and according to the directions of the assessment tool.	Therapist has a fragmented approach to assessments. Does not administer a comprehensive battery of tests to determine functional performance.	Therapist does not use standardized assessments.	
Assessment or Evaluation process	**1.2**	Therapist interprets assessment data and communicates its findings to the student's team *before* the case conference.	Therapist interprets assessment data and communicates its findings to the student's team *during* the case conference.	Therapist inconsistently interprets assessment data and communicates its findings to the student's team.	Therapist does not interpret assessment data and/or communicates findings to the student's team.	
Purposeful planning	**1.3**	Therapist intentionally provides ● physically ● developmentally ● verbally appropriate activities within the multiple settings to enhance the overall quality of services provided.	Therapist provides ● physically ● developmentally ● verbally appropriate activities within the therapy setting to enhance the overall quality of services provided.	Therapist provides the same learning activities regardless of their physical, verbal and developmental level within the therapy setting.	Therapist lacks planning and does not create appropriate learning activities for students.	
Training & planning	**1.4**	Therapist provides staff training to select and adapt materials, equipment, ect to meet student needs and follows up to determine if the training positively impacts student outcomes.	Therapist selects and adapts material, equipment and devices to meet student needs.	Therapist does not provide staff training for student learning strategies and uses the same materials, equipment and devices regardless of student need.	Therapist does not provide staff training when requested or use materials identified in te IEP	
Meeting Student Needs according to Educational Disability Classification	**1.5**	Therapist educates others on ● normal developmental sequences ● learning patterns in the areas of sensory, motor, psychosocial and cognitive development.	Therapist demonstrates knowledge of ● normal developmental sequences and ● learning patterns in the areas of sensory, motor, psychosocial and cognitive development.	Therapist inconsistently demonstrates knowledge of ● normal developmental sequences ● learning patterns in the areas of sensory, motor, psychosocial and cognitive development.	Therapist does not demonstrate knowledge of normal developmental sequences and learning patterns.	

		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	
Meeting Student Needs according to Educational Disability Classification	1.6	Therapist • reviews data to consider dismissal from related service according to student's abilities, needs having been met, and resources. • consistently recommends dismissal *with supporting evidence* when necessary	Therapist • reviews data to consider dismissal from related service according to student's abilities, needs having been met, and resources. • consistently recommends dismissal when necessary	Therapist inconsistently recommends dismissal from related service according to student's abilities, needs having been met, and resources and training having been put in place.	Therapist does not recommend dismissal and maintains a large caseload of students far after they no longer need services.	
Space and Resources	1.7	Therapist actively seeks outside and community materials and resources to enhance therapy and applies in various combinations to maximize individual student achievement.	Therapist utilizes resources available through the school, district, and cooperative resulting in student successes.	Therapist is aware of available resources, but utilizes a limited repertoire of the available resources.	Therapist displays little or no knowledge of available resources.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Client Rapport	2.1	Therapist demonstrates positive and respectful student interactions by intentionally addressing desired behaviors significantly more than undesired behaviors. With a goal of a ratio of interaction of 13:1 positive: corrective	Therapist demonstrates positive and respectful student interactions by intentionally addressing desired behaviors more than undesired behaviors. With a goal of a ratio of interaction of 3:1 positive: corrective.	Therapist inconsistently demonstrates positive and respectful student interactions by providing more attention and time to correcting than praising (e.g. 1:3 positive: corrective).	Therapist does not demonstrate positive and respectful student interactions as evident by spending significantly more attention and time to correcting than praising (e.g. 1:13 positive: corrective).	

Monitoring	2.2	Therapist ● engages the student in the process of data collection ● teaches student why the data is relevant to therapy related service interventions	Therapist collects data relevant to therapy related service interventions.	Therapist inconsistently collects data or collects data irrelevant to therapy related service interventions.	Therapist does not collect data or the data is irrelevant to therapy related service interventions.	
Revise interventions based on new information	2.3	Therapist seeks input from the teacher when considering a new strategy that may impact classroom routines.	Therapist collaborates with teachers when introducing a new strategy that impacts classroom routines.	Therapist inconsistently collaborates with teachers whenever introducing a new strategy that impacts classroom routines.	Therapist fails to collaborate with teachers regarding strategies that impact classroom routines.	
Revise interventions based on new information	2.4	Therapist ● confirms that therapy strategies or interventions applied in the classroom are producing the intended outcome ● documents the progress ● makes necessary revisions	Therapist ● confirms that therapy strategies or interventions applied in the classroom are producing the intended outcome ● makes necessary revisions	Therapist inconsistently confirms that therapy strategies or interventions applied in the classroom are producing the intended outcome.	Therapist does not follow up to determine if the therapy strategies or interventions applied in the classroom are producing the intended outcome.	
Effective Use of Therapy Time	2.5	Therapist increases effectiveness of therapy by taking action to improve ● efficient transitions to and from the session ● pacing of the session ● allowing sufficient wait time for student demonstration of skills	Therapist uses time with student effectively by ensuring ● efficient transitions to and from the session ● appropriately pacing the session ● allowing sufficient wait time for student to demonstrate skill acquisition	Therapist's use of session time is negatively impacted by ● inefficient transitions ● inappropriate pacing ● insufficient wait time for student demonstration of skill	Therapist's demonstrates lack of student progress due to ● inefficient transitions ● inappropriate pacing ● insufficient wait time	

Technology and equipment	2.6	Therapist identifies need for and requests assistive technology/ adaptive equipment to support student learning and teaches the student the purpose and benefit from using assistive technology.	Therapist identifies need for and requests assistive technology/adaptive equipment to support student learning.	Therapist identifies need for and requests assistive technology/ adaptive equipment to support student learning but does not request the equipment or support the student in using the equipment.	Therapist does not identify need for assistive technology or adaptive equipment.	

Reporting	2.7	Therapist reports on or within annual case conference paperwork according to local, state and federal guidelines. Reports are free of errors and presented *before* the case conference.	Therapist reports on or within annual case conference paperwork according to local, state and federal guidelines. Reports are free of errors and presented *during* the case conference.	Therapist inconsistently reports on or within annual case conference paperwork according to local, state and federal guidelines. Reports contain errors and/or are presented *after* the case conference.	Multiple requests must be made to ensure the therapist completes reports on or within annual case conference paperwork according to local, state and federal guidelines. Reports contain consistent errors.	
Manages Physical Structure	2.8	Therapist created a space which is flexible and changes within the day to accommodate the activity and student need.	Therapist created a space which is arranged with intentional consideration for session need and adaptations are made for individual student needs. Space is visually appealing, organized, and safe.	Therapist has no intentional consideration for structure. Space appears cluttered and unorganized.	Therapist created a physical structure that is unsafe for students or staff.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Collaboration	3.1	Therapist proactively seeks out the teacher of record about upcoming case conferences and suggests objectives based on student's present level of performance, disability limitations, and potential.	Therapist communicates with teacher of record about upcoming case conferences and suggests objectives based on student's present level of performance, disability limitations, and potential.	Teacher of record must seek out the therapist to receive information about upcoming case conferences for suggested objectives based on student's present level of performance, disability limitations, and potential.	Teacher of record must make multiple attempts to contact the therapist to receive suggested objectives based on student's present level of performance, disability limitations, and potential.	

Collaborates & Communicates Professionally to Promote Student Success	3.2	Therapist initiates and engages in ongoing professional communication with colleagues in a manner which enhances student outcomes.	Therapist maintains professional communication with colleagues for consistent implementation of IEPs and is mindful of student confidentiality.	Therapist maintains communication with colleagues, but over- or under-shares student information that does not follow the guidance of "the educational need to know."	Therapist does not maintain professional communication with colleagues or violates FERPA.	
Collaborates & Communicates Professionally with Families	3.3	Therapist proactively engages with families by ● providing a high ratio of positive interactions while interacting with families in a professional, positive, and empathic manner that is sensitive to differences. ● eliciting information about parents' visions and concerns for their child ● working collaboratively with the family.	Therapist ● engages with families in a professional, positive, and empathic manner that is sensitive to differences. ● addresses concern of parents.	Therapist engagement with families is minimal or limited to negative feedback. ● Communications are one-sided and do not provide families opportunities to respond. ● Consistently fails to address concerns of parents.	Therapist lacks engagement, is disrespectful, or becomes unprofessionally involved with families.	
Evidence-Based Practice	3.4	Therapist remains current regarding evidence-based practices and shares new knowledge with colleagues to apply new strategies.	Therapist reflects on practice to identify areas for growth and seeks out related opportunities for professional development.	Therapist takes opportunities for professional development when requested to do so.	Therapist does not take part in professional development opportunities.	

Evidence-Based Practice	3.5	Therapist ● seeks ways to implement new evidence-based. practices into service delivery ● tracks effectiveness data to determine if the new practice is producing the intended outcomes.	Therapist routinely seeks ways to implement new practices into service delivery, where applicable based on identified areas of need.	Therapist inconsistently seeks out ways to implement new practices into service delivery, where applicable.	Therapist does not seek out ways to implement new practices into service delivery, and fails to implement new strategies when requested.	

Holds High Expectations for Students	3.6	Therapist teaches students to hold high expectations for themselves and the value of success through strategies to increase self-motivation, self-worth, and resiliency.	Therapist holds and communicates high expectations for students.	Therapist expectations for student success varies depending on the student.	Therapist actions and expectations result in adverse outcomes for students. (eg, lack of progress, learned helplessness, inappropriate LRE, or denial of FAPE).	
IEP Goal Effectiveness	3.7	Therapist engages with colleagues in peer review of IEP goals to ensure that goals are ● appropriately ambitious ● identify the skill to be acquired based on student's present level of performance ● goals are linked to students' identified area of need	Therapist writes goals that are ● appropriately ambitious ● identify the skill to be acquired based on student's present level of performance ● goals are linked to students' identified area of need	Therapist periodically writes goals that ● are not appropriately ambitious ● do not identify the skill to be acquired based on student's present level of performance ● are not linked to students' identified area of need	Therapist consistently writes goals that are not measurable or are not clearly written. Goals consistently do not ● not identify the skill to be acquired based on students' present level of performance ● link to students' identified area of need ● adjusted to ensure student progress or individualized for students	

Progress Monitoring	3.8	Therapist ● engages the student in the self-monitoring IEP goals ● works with students to identify necessary adjustments to ensure progress on goals.	Therapist ● documents student progress on goals by frequently assessing ● reports student performance as needed	Therapist only assesses student performance once each reporting period.	Therapist does not collect and/or report progress on goals at the end of the reporting period.	
Record Maintenance	3.9	Therapist documents activities and correspondence, including parent communication in IIEP under the Communications Tab.	Therapist documents activities and correspondence, including parent communication, relating to students on caseload.	Therapist does not consistently document parent communication.	Therapist does not document parent communication.	

| Manages schedules | 3.10 | Therapist clearly communicates schedules to teachers, students, and supervisors/building personnel and monitored/updated weekly for accuracy. | Therapist efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction. | Therapist's time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency. | Therapist displays poor judgment which results in frequently missed deadlines, confusion amongst co-workers, and conflicting schedules. | |

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score. (CHECK)
1	**Attendance & On-Time Arrival**	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	**Policies and Procedures**	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	**Respect**	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4	**Ethical**	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has not performed the job in an ethical manner.	

References:

- AOTA – aota.org
- Council for Exceptional Children. (2008). *What every special educator must know: Ethics, standards, and guidelines* (6th ed.). Arlington, VA: Author. Appendix 6: CEC Initial Common Core and INTASC Knowledge and Skills Index
- Occupational Therapy Performance Evaluation Rubric, Version 10.1, INOTA.com
- OT/PT Personnel Evaluation Committee of Earlywood Educational Services
- Sprick, R., (2009). Safe & Civil Schools: *CHAMPS A Proactive & Positive Approach to Classroom Management* (2nd ed). Eugene, Oregon: Pacific Northwest Publishing, INC.

THE CREEK

INDIAN CREEK SCHOOLS

Nineveh-Hensley-Jackson United School Corporation

Rubric for Evaluating and Enhancing Professional Practice:

Speech and Language Pathologists

THERAPIST EFFECTIVENESS RUBRIC

DOMAIN 1: PURPOSEFUL PLANNING

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Utilizes current and appropriate practices and procedures for screening (a)	1.1	Administers screening accurately within 15 school days of receiving the signed screening permission.	Administers screening accurately within 20 school days.	Administers screening but has errors/missing components and/or within 15 to 30 days.	Does not administer two or more screenings or respond to screening requests within 30 days.	
Utilizes current and appropriate practices and procedures for screening (b)	1.2	Provides written screening results to parents/teachers and initiates testing referral or RtI process within 15 days of receiving screening consent.	Provides written results to parents/teachers within 20 days. Makes appropriate recommendations with regard to future testing.	Completes screening, but does not report results in writing to teachers/parents.	Completes screening, but does not report results to teachers/ parents. Does not make referral within 30 days.	
Evaluation Procedures (a)	1.3	Consults with other professionals regarding the need for additional referral.	Utilizes referral concern and academic information to determine educational impact and test selection.	Providing the same assessment tools for all students assessed rather than considering student need and ignoring the referral concern.	Failing to assess students when there is a signed consent for assessment. Failure to address a referral concern.	
Evaluation Procedures (b)	1.4	No Highly Effective practice for this competency.	Faithfully administers and scores tests accurately and according to the directions of the assessment tool.	Has a fragmented approach to assessments. Does not administer a comprehensive battery of tests to determine functional performance.	Relies solely on subtests to make eligibility determinations.	

Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (a)	1.5	Test results are an accurate representation of student skills, including a narrative statement of educational impact.	Analyzes standard scores/student responses to interpret assessment information and develop a clear diagnostic impression.	Limited analysis and interpretation of the evaluation results that fails to identify student weakness and strengths.	Fails to analyze and interpret results accurately.	
Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (b)	1.6	Report is free of educational jargon. When discipline specific terminology is used it is defined for easy understanding or examples are given.	Professionally written evaluation report clearly communicates results using understandable terminology and includes all required components.	All components of the report are represented; however, there are three or more spelling/grammatical errors.	Necessary/required components are missing from report.	
Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (c)	1.7	Evaluation report is completed and provided to team members/parents prior to the case conference.	The evaluation report is completed and provided during the conference. Exception: Parent requested a copy before the meeting by selecting, "a copy of the educational evaluation report prior to the case conference committee meeting" on initial referral.	Report results are shared at the case conference but the physical report is not written and/or provided.	Failure to have report results to share at the case conference. Does not meet timelines.	
Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (d)	1.8	No highly effective practice for this competency.	Makes eligibility determination on three prongs: (1) Skills discrepant from same age peers. (2) Has to have an educational impact. (3) Has to have a need for specialized service. All three areas are represented in the report.	Makes eligibility determination on the three prongs but there is a weak correlation represented in the report.	Report does not reflect all three areas of the three prongs of eligibility.	

Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (e)	1.9	Prior to case conference the therapist actively seeks out information from all team members regarding priorities and needs that impact the student.	Collaborates with members of the Case Conference Committee to determine the best service delivery model for the student to receive FAPE.	Fails to provide the case conference committee with a variety of options for service delivery.	Does not collaborate with team members when determining service recommendation.	
Uses current and comprehensive content/specialty area knowledge for planning (a)	1.10	Consistently monitors and revises instruction throughout the session to identify and meet the student needs based on performance levels.	Displays knowledge of performance levels for each student, plans for appropriate approaches to facilitate their learning, and collects data throughout the session.	Does identify student present levels of performance but does not adapt instruction to meet student needs.	Does not instruct with student performance levels and needs in mind.	
Uses current and comprehensive content/specialty area knowledge for planning (b)	1.11	Provides documentation and research supporting the best practice techniques used in observation session.	Utilizes knowledge of evidence based practice to target the needs of the students on the caseload.	Therapeutic approach is based on past practice rather than evidence based practice.	Makes no attempt to incorporate evidence based practice to meet student needs.	
Uses current and comprehensive content/specialty area knowledge for planning (c)	1.12	Intentionally provides services within the classroom setting.	Intentionally incorporates general education curriculum into therapy plans.	Provides limited evidence of incorporating general education curriculum into therapy plans.	Does not have evidence to support incorporation of general education curriculum into therapy session.	
Reevaluation procedures	1.13	Actively reviews and assesses consultation cases before the annual case review.	Utilizes progress monitoring to determine the need for reevaluation.	Does not use progress monitoring to initiate a reevaluation.	Does not conduct reevaluations when team feels it is appropriate.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Physical Environment	2.1	Therapy space is inviting to students and displays are developmentally appropriate.	Therapy area is well organized; materials are available when needed.	Therapy room lacks organization and materials may be not readily available when needed. Room lacks identified student work areas or areas are cluttered with non-essential materials.	Therapy room is disorganized and poorly suited to working with students. Physical space is not safe, hazards present that could result in injury, doors are not easily accessible for easy exit.	
Promotes generalization across settings (a)	2.2	Train team members to use supports (such as, visual cues, social stories, or equipment) to promote skill generalization in other settings.	Provides supports (such as, visual cues, social stories, or equipment) to promote skill generalization in other settings.	Provides supports (such as, visual cues, social stories, or equipment) only during therapy sessions.	Does not attempt to address skills or supports in other settings.	
Promotes generalization across settings (b)	2.3	Monitors and collects data in two or more settings/ situations to promote generalization of skills.	Monitors student progress in two or more settings/ situations to promote generalization of skills.	Only monitors student progress in therapy session.	Does not collect data consistently across therapy sessions.	
Promotes generalization across settings (c)	2.4	Consultation goals are standard based and can be tracked through grades or progress in the general education setting.	When student is on consultation, therapist continues to monitor and track data regarding generalization of skills in all settings.	When student is on consultation, therapist continues to monitor generalization of skills in educational settings.	When student is on consultation, therapist fails to monitor and track data regarding generalization of skills.	
Uses Strategies that promote student engagement (a)	2.5	All students are actively engaged in learning activities throughout the entire session.	Providing adequate opportunities to respond and students are engaged, participating when prompted.	Provides few opportunities to respond. Students are engaged in the lesson only when directly prompted by the therapist. Other students are disengaged from learning while they wait for their turn.	Students are not prompted to engage in the lesson.	

Uses Strategies that promote student engagement (b)	2.6	Students demonstrates self-monitoring techniques based on therapist feedback.	Consistent, specific, and relevant feedback is provided.	Feedback is general and lacks clinical impression.	Students are not provided with feedback regarding their performance.	
Uses Strategies that promote student engagement (c)	2.7	Students can explain what they are learning and why it is important, beyond repeating the stated objective.	Student therapy goals are reviewed so students understand the connection to their school success.	Therapist targets goals but does not review with students.	Therapy sessions fail to address student goals.	

Creates an effective learning environment	2.8	Uses behavior management system consistently regardless of student behavior.	Standards of conduct have been established, communicated, and reviewed as necessary.	The standards of conduct have been established, but are not consistently reinforced.	Therapist fails to address challenging student behavior that impacts learning.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Advocates for student success (a)	3.1	Provides and reviews IEP information with all involved teachers absent from the case conference meeting. Strategies and supports required for student success are consistently made available for teachers to use in the classroom.	Provides IEP information to all teachers involved with student and notifies when changes have been made. Strategies and supports required for student success are consistently made available for teachers to use in the classroom.	Provides IEP information to teachers; however, strategies and supports required for student success are not consistently made available for teachers to use in the classroom.	Does not provide IEP information, supports, or strategies to teachers.	
Advocates for student success (b)	3.2	Proactively provides information for staff and/or parents on differentiating between appropriate developmental milestones and atypical indicators.	Provides information for staff and/or parents on differentiating between appropriate developmental milestones and atypical indicators upon request.	Addresses student needs but does not differentiate between appropriate developmental milestones and atypical indicators.	Does not communicate correct information on student needs and developmental guidelines with others.	

Advocates for student success (c)	3.3	Displays commitment to the education of all the students in the school and participates in Building Based Teams.	Displays commitment to the education of the students on your caseload by participating in Building Based Teams.	Only attends Building Based Teams when requested.	Fails to participate in Building Based Teams when requested.
Record Maintenance (a)	3.4	(No Highly Effective practice for this competency) *Go Solution materials are uploaded into IIEP and shared with third party.	Maintains chronological student records, meeting EES standards as outlined on the "IEP Coversheet" and reflects all changes represented in IIEP. Records meet legal requirements and do not have supplemental information included.	Records do not contain all required components but can be located upon request.	Records are incorrect or missing.

Record Maintenance (b)	3.5	Documents all activities and correspondence, including parent communication, relating to students on caseload in IIEP under the Communications Tab.	Documents activities and correspondence (including parent communication) relating to students on caseload.	Does not consistently document parent communication.	Does not document parent communication.
Manages schedules	3.6	Therapy schedules are clearly communicated to teachers, students, and supervisors/ building personnel and monitored/updated, as needed.	Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction.	Time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency.	Displays poor judgment which results in frequently missed deadlines, confusion amongst co-workers, and conflicting schedules.
Case conference preparation (a)	3.7	Prepares and reviews draft documentation for IEP that is appropriately completed prior to all case conference meetings.	Consults with CCC members prior to conference to gather student performance information.	Does not consult with CCC members prior to the conference.	Fails to consider or gather team input during the case conference meeting.

Case conference preparation (b)	3.8	Provides adequate notice of the conference date & time to CCC members.	Arranges conferences at a mutually agreed upon place and time.	Therapist sets conference without consulting with team members and obtains excusals.	Therapist sets conferences without consulting with team members and holds meetings without them.	
Case conference preparation (c)	3.9	Case Conference Notice was provided 10 days prior to conference. Signed Case Conference Notice is uploaded in IIEP if signature was received from the parent.	Case Conference Notices was generated and sent to parent. Obtains written parent permission on Case Conference Notice at the case conference, if parent is in attendance.	Case Conference Notices are generated but not signed. No attempts are documented to obtain signature.	Does not generate a Case Conference Notice.	

TOR responsibility	3.10	Finalizes the IEP and provides a copy to the parents within a day of the conference.	Addresses all aspects of the IEP and provides parents with all supporting documents and elicits team discussion and feedback to create a relevant IEP.	Does not consistently address all aspects of the IEP and supporting documents such as, DOE survey and Procedural Safeguards.	Fail to prepare draft IEP prior to the meeting and/or fails to bring all necessary documents to the meeting.	

IEP content (a)	3.11	Goals are written to be met within the duration of the IEP and rigor matches student ability.	Goals are consistently measurable, clearly written, and based on present levels of performance.	Goals are not consistently measurable, clearly written, and/or based on present levels of performance.	Any of the following: Present levels are not identified. Goals are unmeasurable. Goals are carried over from prior year without modification.	
IEP content (b)	3.12	Service provider explains educational terms relevant to the student within the body of the IEP.	IEP passes the "stranger test," it is free of professional and educational jargon that is understood by team members.	The IEP contains professional and educational jargon that is not understood by all team members.	IEP contains educational / professional jargon and/or contains statements based on personal opinion.	
IEP content (c)	3.13	Reasons for accommodations and modifications are discussed and documented throughout the year and evident on the IEP.	Accommodations and modifications match student needs and goals.	Recommended accommodations and modifications are not appropriate to student need, and their use is not clearly defined.	All accommodations and modifications are the same across IEPs and/or they are not reviewed and updated yearly.	

IEP content (d)	3.17	Provides parents with a narrative along with the level of performance per rubric.	Documents progress monitoring data once a grading period for all students.	Documents progress monitoring data once a grading period for most students.	Fails to document progress monitoring data once a grading period over two grading periods.	
Collaborates & communicates professionally (a)	3.18	Serves as a mentor to peers, interns & newly hired therapists, including assisting others in the use of the IIEP and Go Solutions system.	Collaborates with other professionals and appropriate personnel regarding changes in students, staff, or programming.	Fails to take the lead on collaboration; other staff members initiate the collaboration.	Does not consider other's viewpoints when making decisions about students, staff, or programming.	
Collaborates & communicates professionally (b)	3.19	Responds to communication and the processing of information within 24 hours on a routine basis.	All responses to inquiries or requests are handled in a timely manner, usually within 48 hours.	Inconsistently responds to communication in a timely manner, response time is usually greater than 48 hours.	Rarely responds to communication in a timely manner.	

Engages families in student learning (a)	3.20	Strives to form relationships in which parents are given multiple opportunities for communication. Examples include, utilizing communication logs, emails, Blackboard, school website. Consistently provides and monitors the return of home practice.	Proactively reaches out to parents in a variety of ways to engage them in student learning. Consistently provides home practice.	Relies on the same method of communication for all parents. Does not provide home practice over a period of 2 months.	Only communication occurs at case conferences or when parent has a concern. Does not provide home practice.	
Engages families in student learning (b)	3.21	Attends additional school events and functions outside of the school day.	Engages in all forms of parent outreach required by the school.	Inconsistently attends required parent outreach.	Does not attend required outreach events.	
Contributes to the school, district, and/or co-op	3.22	Participates in additional PLCs/committees either as presenter or participant.	Attends and actively participates in all discipline-specific PLC opportunities.	Only attends mandatory PLCs.	Fails to attend mandatory PLCs.	

Advances professional skills & knowledge	3.23	Earns continuing education units/hours beyond IPLA (36 hours/2 years) and ASHA (30 hours/3 years) requirements.	Participates in enough professional development to maintain IPLA/ASHA/DOE licensure.	Attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.	Rarely or never attends professional learning opportunities.	

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score. (CHECK)
1	**Attendance & On-Time Arrival**	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	**Policies and Procedures**	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	**Respect**	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4	**Ethical**	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has not performed the job in an ethical manner.	

THE CREEK

INDIAN CREEK SCHOOLS

Nineveh-Hensley-Jackson United School Corporation

Rubric for Evaluating and Enhancing Professional Practice:

School Psychologist

SCHOOL PSYCHOLOGIST EFFECTIVENESS RUBRIC

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains	1.1	Discusses universal screening data with school personnel to guide curricular decisions and/or instructional practices.	Reviews universal screening data after each benchmarking period.	Inconsistently reviews universal screening and/or benchmarking data.	Does not review universal screening and/or benchmarking data.	
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains	1.2	Uses assessment and historical data to plan interventions for students and develops a plan for progress monitoring the interventions.	Uses assessment and historical data to plan interventions for students.	Inconsistently uses assessment and historical data to plan interventions for students.	Does not use assessment and historical data to plan interventions for students.	
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains	1.3	Systematically reviews student progress on interventions with school teams	Collaborates with school teams to develop evidenced-based strategies/interventions for students.	Inconsistently collaborates with school teams to develop evidenced-based strategies/interventions for students.	Does not collaborate with school teams to develop evidenced-based strategies/interventions for students.	
Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents	1.4	Completes screenings to assist in intervention selection or to determine the needs of the child within 20 instructional days of consent and return of rating scales by parents and teachers.	Completes screenings to assist in intervention selection or to determine the needs of the child.	Inconsistently responds to requests to conduct screenings.	Does not respond to requests for and/or conduct screenings.	

						N/A
Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents	1.5	Shares written screening report with school and parents or requests consent for complete psycho-educational evaluation within 20 instructional days of screening consent.	Shares screening information with school and parents.	Inconsistently shares screening information with school and/or parents.	Does not share information with school and/or parents.	
Special Education Evaluation Procedures	1.6	Creates a report that is logically structured, provides a clear diagnostic view of the student and suggestions are linked to the evaluation findings.	Creates a report that is logically structured and provides a clear diagnostic view of the student.	Report provides limited analysis and interpretation of the evaluation findings.	Report fails to analyze and interpret results accurately.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
School Wide Practices to Promote Learning	2.1	Demonstrates knowledge of core curriculum, instructional practices and reviews formative assessment data.	Demonstrates knowledge of core curriculum and instructional practices.	Demonstrates limited knowledge of core curriculum and instructional practices.	Is unaware of, or lacks understanding of core curriculum and instructional practices.	
School Wide Practices to Promote Learning	2.2	Reviews data for students engaged in supplemental resources.	Demonstrates knowledge of the school's supplemental resources for remediation and/or instructional support.	Demonstrates limited knowledge of the school's resources for remediation and/or instructional support.	Is unaware of or lacks knowledge of the school's resources for remediation and/or instructional support.	
Intervention and Instructional Support to Develop Academic Skills	2.3	Monitors intervention fidelity.	Develops a plan to address fidelity of instructional intervention.	Demonstrates limited awareness of instructional fidelity.	Does not address fidelity of instructional intervention.	

Preventative and Responsive Services	2.4	Systematically works with the school team to promote recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Limited promotion of the recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Does not promote recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	

Preventative and Responsive Services	2.5	Facilitates collaboration between stakeholders to promote access to mental health resources.	Collaborates with school personnel, parents, students and community partners to promote mental health resources.	Engages in limited collaboration with school personnel, parents, students and community partners to promote mental health resources.	Does not collaborate with school personnel, parents, students and community partners to promote mental health resources.	
Intervention and Mental Health Services to Develop Social and Life Skills	2.6	Collaborates with school personnel to implement evidence based strategies to promote social-emotional skills.	Demonstrates knowledge of the mental health resources available within the district.	Engages in limited consultation and collaboration with school staff regarding student social-emotional needs.	Fails to consult and collaborate with school staff regarding student social-emotional needs.	
Family-School Collaborative Services	2.7	Has systematic procedures for meeting or communicating with parents to clearly explain school wide assessment data and intervention strategies.	Clearly explains school wide assessment data and intervention strategies.	Explanation of school wide assessment data and intervention strategies is limited in content.	Routinely uses a form letter or impersonal manner to contact or communicate with parents.	
School-Wide Practices to Promote Learning	2.8	Systematically evaluates and discusses the effectiveness of the multi-tiered system of support with administration to better improve practices.	Works collaboratively with other school personnel to create and maintain a multi-tiered system of supports for all students.	Demonstrates inconsistent effort to create and maintain a multi-tiered system of supports for all students	Does not create and maintain a multi-tiered system of supports for all students.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Advocates for Student Success	3.1	Collaborates with stakeholders to evaluate practices, policies, and programs to make decisions for improvement.	Advocates for positive student learning, outcomes and changes in instruction and services. I suggest that this be moved to the highly effective box.	Demonstrates limited advocacy for student learning and outcomes.	Does not advocate for a change in instruction /services when needed.	
Advocates for Student Success	3.2	Collaborates with IEP team on goals and services at initial case conferences.	Writes suggestions in the evaluation report to be utilized as a guide for IEP development.	Suggestions are limited and do not address goals or accommodations.	Reports do not include meaningful suggestions.	

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Family-School Collaboration Services	3.3	Provides parents with resources, websites and handouts.	Addresses and discusses concerns of parents.	Engages in limited consultation and collaboration with parents and families regarding student needs.	Fails to consult and collaborate with parents and families.	
Fulfills Professional Responsibilities	3.4	Brings all appropriate records, documents, including written report to case conference, and provides visuals such as graphs or work samples to further explain or support interpretation of results.	Brings all appropriate records and documents including written evaluation report to the case conference, effectively communicates evaluation results, checks for parent understanding and facilitates parent participation.	Inconsistently brings appropriate records and documents to case conferences or does not facilitate parent participation.	Does not bring appropriate records/documentation to case conferences or does not facilitate parent participation.	
Fulfills Professional Caseload Responsibilities	3.5	Routinely utilizes an effective organizational system for maintaining documentation/paperwork requirements.	Maintains documentation in an organized manner and files contain all required components.	Files are organized, but do not contain all required components.	Files are disorganized and lack necessary documentation.	

Contributes to the School, District, and/or Co-op	**3.6**	Assists with professional development activities to promote a multi-tiered system of support or systematically shares knowledge/skills acquired from professional learning events & literature.	Regularly reviews ideas, expertise and applies knowledge/skills acquired from professional learning events & literature to improve the functioning of the school, district, or cooperative.	Infrequently contributes ideas, knowledge and expertise to improve the functioning of the school, district, or cooperative.	Does not contribute ideas, knowledge and expertise to improve the functioning of the school, district, or cooperative.	
Contributes to the School, District, and/or Co-op	**3.7**	Serves on a school, district team or regularly volunteers for school functions/activities. Example data team, kids team, etc.	Actively seeks out opportunities to build rapport and relationships with staff, students, and community members.	Infrequently seeks out opportunities to build rapport and relationships with staff, students, and community members.	Does not seek out opportunities to build rapport and relationships with staff, students, and community members.	
Advances Professional Skills & Knowledge	**3.8**	Participates in activities sponsored by a professional organization and/or presents information to staff on current research and practice.	Participates or reviews webinars/professional reading/trainings of current research and practice.	Engages in limited opportunities to advance professional skills and knowledge.	Does not pursue opportunities to advance professional skills and knowledge.	

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score. (CHECK)
1	Attendance & On-Time Arrival	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	Policies and Procedures	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4	Ethical	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has not performed the job in an ethical manner.	