

Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

| | |
|--------------------------------------|---|
| School Corporation Name: | Rossville Consolidated School District |
| School Corporation Number: | 1180 |
| Evaluation Plan Website Link: | https://www.rcsd.k12.in.us/fs/resource-manager/view/b88cb3b8-0d18-47a2-a0cc-28724c7cb44a |

For the 2021-2022 School Year, we have adopted the following Evaluation Model:

- ☐ The System for Teacher and Student Advancement (TAP)
- ☐ The Peer Assistance and Review Teacher Evaluation System (PAR)
- ☐ RISE State Model
- ☒ Locally Developed Plan
- ☐ Other _____

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this coversheet to DOE Online under Legal Assurance 12 by Friday, September 17.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this coversheet as a single PDF.

| Annual Evaluations | | | |
|---|--|---|---|
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> Annual performance evaluations for each certificated employee | IC 20-28-11.5-4(c)(1) | Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents | |
| Rigorous Measures of Effectiveness | | | |
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators | IC 20-28-11.5-4(c)(2) | <ul style="list-style-type: none"> • Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (e.g., surveys) | T1-11, SP 1-11, AP 1-7, AD 1-9, SE 1-10, P1-12, C1-7, S1-11 |
| Designation in Rating Category | | | |
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective | IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c) | <ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category | SR1, TS 1, PS 1, SM 2 |
| <input type="checkbox"/> A definition of negative impact for certificated staff <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth | IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c) | <ul style="list-style-type: none"> • Definition of negative impact on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth | Ni 1-2 |
| <input type="checkbox"/> All evaluation components factored into the final summative rating | IC 20-28-11.5-4(c)(3) | <ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components | SR1, TS 1, PS 1, SM 2 |

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

| Evaluation Feedback | | | |
|---|---|---|--------------------------------|
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected | IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5 | <ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development | EF 1 |
| Evaluation Plan Discussion | | | |
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> Evaluation Plan must be in writing and explained before the evaluations are conducted. | IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2) | <ul style="list-style-type: none"> • Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one | FR 1-2 |
| Evaluators | | | |
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees | IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D) | <ul style="list-style-type: none"> • Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators | E 2 |
| <input type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities | IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3 | <ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators | E 2 |
| <input type="checkbox"/> All evaluators receive training and support in evaluation skills | IC 20-28-11.5-5(b) 511 IAC 10-6-3 | <ul style="list-style-type: none"> • Description of ongoing evaluator training | E 2 |
| Feedback and Remediation Plans | | | |
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation. | IC 20-28-11.5-6(a) | <ul style="list-style-type: none"> • System for delivering summative evaluation results to employees | FR 1-2 |

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| <input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary | IC 20-28-11.5-6(b) | <ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development | EF 1 |
|---|---|---|---------------------------------|
| <input type="checkbox"/> Remediation plans include the use of employee's license renewal credits | IC 20-28-11.5-6(b) | <ul style="list-style-type: none"> • Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation | EF 1 |
| <input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent | IC 20-28-11.5-6(c) | <ul style="list-style-type: none"> • Process for teachers rated as ineffective to request conference with superintendent | FR 2 |
| Instruction Delivered by Teachers Rated Ineffective | | | |
| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
| <input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective | IC 20-28-11.5-7(c) | <ul style="list-style-type: none"> • Process for ensuring students do not receive instruction from ineffective teachers two years in a row | NI 1-2 FR 1-2 |
| <input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable | IC 20-28-11.5-7(d) | <ul style="list-style-type: none"> • Description of how parents will be informed of the situation | NI 1-2 FR 1 -2 |

ROSSVILLE CONSOLIDATED SCHOOL DISTRICT
Evaluation Plan

Annual Evaluations

- Rossville Consolidated School District has established a school corporation policy that defines staff evaluation program. The policy, Section 3000 – Code 3410 – Evaluation of Employees requires that all certificated employees be evaluated annually. Specifically the policy states the following:

The purpose of a staff evaluation program is to:

1. Strive for the improvement of the total Corporation program.
2. Stress the importance of personal improvement on the part of individual professional staff members so that each student may be provided a quality education.
3. Ensure the continuous improvement of administrative and supervisory services provided to professional staff members.
4. Establish a process of continuous and systematic professional staff member evaluation.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate staff members can provide the type of assistance needed. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal procedures may be invoked in accordance with Indiana law. In such an instance, all relative evaluation documents may be used in the proceedings.

Evaluations shall be conducted on an annual basis for each certificated employee in the school corporation. An evaluation plan developed in accordance with Indiana law including the instrument used and the schedule of observations will be followed in implementing this policy and the state law. Information on the evaluation instrument and associated procedures can be inspected at the Charles E. Whitlock Administration Building, 1 Robert Egly Drive, Rossville, Indiana.

The policy was reviewed and validly adopted by the Board of Education on June 1, 2021.



DOMAIN 1: PURPOSEFUL PLANNING (10.00%)

1.1 Utilize Assessment Data To Plan

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE)

Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans (1.1.E)

Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above (1.1.IN)

Teacher rarely or never uses prior assessment data when planning (1.1.I)

1.2 Set Ambitious And Measurable Achievement Goals

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.2.HE.1)

Teacher develops an annual student achievement goal that: (1.2.E.1)

Teacher develops an annual student achievement goal that: (1.2.IN.1)

Plans an ambitious annual student achievement goal (1.2.HE.2)

Is aligned to content standards (1.2.E.2)

Is not aligned to content standards (1.2.IN.2)

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes (1.2.I.2)

Includes benchmarks to help monitor learning and inform interventions throughout the year (1.2.E.3)

Does not include benchmarks to help monitor learning and inform interventions throughout the year (1.2.IN.3)

Is measurable (1.2.E.4)

1.3 Develop Standards-Based Unit Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.3.HE.1)

Based on achievement goals, teacher plans units by: (1.3.E.1)

Based on achievement goals, teacher plans units but: (1.3.IN.1)

Creates well-designed unit assessments that align with an end-of-year summative assessment (either state, district, or teacher created) (1.3.HE.2)

Creating assessments before each unit begins for backwards planning (1.3.E.2)

Does not create assessments before each unit begins for backwards planning (1.3.IN.2)

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 (1.3.I.2)

Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.3.HE.3)

Allocating an instructionally appropriate amount of time for each unit (1.3.E.3)

Does not allocate an instructionally appropriate amount of time for each unit (1.3.IN.3)



Identifying content standards that students will master in each unit (1.3.E.4)

1.4 Create Objective-Driven Lesson Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.4.HE.1)

Based on unit plan, teacher plans daily lessons by: (1.4.E.1)

Based on unit plan, teacher plans daily lessons but: (1.4.IN.1)

Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.4.HE.2)

Designing assignments that are meaningful or relevant (1.4.E.2)

Does not design assignments that are meaningful or relevant (1.4.IN.2)

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 (1.4.I.2)

Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction (1.4.HE.3)

Designing formative assessments that measure progress towards mastery and informed instruction (1.4.E.3)

Does not plan formative assessments to measure progress towards mastery or informed instruction (1.4.IN.3)

Identifying lesson objectives that are aligned to state content standards (1.4.E.4)

Matching instructional strategies and activities/assignments to the lesson objectives (1.4.E.5)

1.5 Track Student Data And Analyze Progress

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.5.HE.1)

Teacher uses an effective data tracking system but: (1.5.E.1)

Teacher uses an effective data tracking system but: (1.5.IN.1)

Uses daily checks for understanding for additional data points (1.5.HE.2)

Analyzing student progress towards mastery and planning future lessons/units accordingly (1.5.E.2)

Does not use data to analyze student progress towards mastery or to plan future lessons/units (1.5.IN.2)

Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.5.I.2)

Updates tracking system daily (1.5.HE.3)

Maintaining a grading system aligned to student learning goals (1.5.E.3)

Does not have grading system that appropriately aligns with student learning goals (1.5.IN.3)

Uses data analysis of student progress to drive lesson planning for the following day (1.5.HE.4)

Recording student assessment/ progress data (1.5.E.4)



DOMAIN 2: EFFECTIVE INSTRUCTION (75.00%)

2.1 Develop Student Understanding And Mastery Of Lesson Objectives

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.1.HE.1)

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 (2.1.E.1)

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 (2.1.IN.1)

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 (2.1.I.1)

Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)

Objective is written in a student-friendly manner and/or explained to students in easy to understand terms (2.1.E.2)

Objective is stated, but not in a student-friendly manner that leads to understanding (2.1.IN.2)

There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students (2.1.I.2)

Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)

Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)

Teacher attempts explanation of importance of objective, but students fail to understand (2.1.IN.3)

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 (2.1.I.3)

Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)

Lesson generally does not build on prior knowledge of students or students fail to make this connection (2.1.IN.4)

There may be no effort to connect objective to prior knowledge of students (2.1.I.4)

Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)

Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)

Lesson is disorganized and does not lead to mastery of objective (2.1.I.5)

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.2.HE.1)

Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)

Teacher delivers content that is factually correct (2.2.IN.1)

Teacher may deliver content that is factually incorrect (2.2.I.1)

Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)

Content is clear, concise and well-organized (2.2.E.2)

Content occasionally lacks clarity and is not as well-organized as it could be (2.2.IN.2)

Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)

Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)

Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)

Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)

Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)

Explanations spark student excitement and interest in the content (2.2.HE.4)

Teacher emphasizes key points or main ideas in content (2.2.E.4)

Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)

Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)

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Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.5)

Teacher uses developmentally appropriate language and explanations (2.2.E.5)

Explanations sometimes lack developmentally appropriate language (2.2.IN.5)

Teacher fails to use developmentally appropriate language (2.2.I.5)

Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.6)

Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)

Teacher does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)

Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)

2.3 Engage 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: (2.3.HE.1)

3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)

Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IN.1)

Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.1)

Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.2)

Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2)

Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.2)

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 (2.3.I.2)

Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.3)

Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)

Teacher may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.3)

Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)

The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.4)

Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4)

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 effective (2.3.IN.4)

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 (2.3.I.4)

Teacher effectively integrates technology as a tool to engage students in academic content (2.3.HE.5)

ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)

ELL and IEP students are sometimes given appropriate accommodations to be engaged in content (2.3.IN.5)

ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)

Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6)

Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IN.6)

Students do not actively listen and are overtly disinterested in engaging (2.3.I.6)

2.4 Check For Understanding

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.4.HE.1)

Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1)

Teacher sometimes checks for understanding of content, but misses several key moments (2.4.IN.1)

Teacher rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.1)

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Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.2)

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 (2.4.HE.3)

Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2)

Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)

Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.4)

Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)

Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding (2.4.IN.2)

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 (2.4.IN.3)

Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.IN.4)

Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments (2.4.IN.5)

Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding (2.4.I.2)

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 (2.4.I.3)

Teacher frequently allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.I.4)

Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)

2.5 Modify Instruction As Needed

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.5.HE.1)

Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.2)

Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.1)

Teacher responds to misunderstandings with effective scaffolding techniques (2.5.E.2)

Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)

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 (2.5.IN.1)

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 (2.5.IN.2)

Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)

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 (2.5.I.1)

Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)

Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)

2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

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For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.6.HE.1)

Lesson is accessible and challenging to almost all students (2.6.E.1)

Lesson is not always accessible or challenging for students (2.6.IN.1)

Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)

Lesson is accessible and challenging to all students (2.6.HE.2)

Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)

Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)

Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)

Students are able to answer higher-level questions with meaningful responses (2.6.HE.3)

Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)

Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)

Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)

Students pose higher-level questions to the teacher and to each other (2.6.HE.4)

Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)

While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate (2.6.IN.4)

Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)

Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.5)

Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)

Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)

Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)

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) (2.6.HE.6)

2.7 Maximize Instructional Time

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.7.HE.1)

Students arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.E.1)

Some students consistently arrive late (unexcused) for class without consequences (2.7.IN.1)

Students may frequently arrive late (unexcused) for class without consequences (2.7.I.1)

Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)

Class starts on-time (2.7.E.2)

Class may consistently start a few minutes late (2.7.IN.2)

Teacher may frequently start class late (2.7.I.2)

Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.3)

Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)

Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.IN.3)

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 (2.7.I.3)

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Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)

All students are on task and follow instructions of teacher without much prompting (2.7.HE.5)

Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (2.7.HE.6)

Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) (2.7.E.4)

Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.5)

Almost all students are on task and follow instructions of teacher without much prompting (2.7.E.6)

Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)

There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.IN.4)

Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.IN.5)

Significant prompting from the teacher is necessary for students to follow instructions and remain on task (2.7.IN.6)

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 (2.7.IN.7)

There are significant periods of time in which students are not engaged in meaningful work (2.7.I.4)

Teacher wastes significant time between parts of the lesson due to classroom management (2.7.I.5)

Even with significant prompting, students frequently do not follow directions and are off task (2.7.I.6)

Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson (2.7.I.7)

2.8 Create Classroom Culture Of Respect And Collaboration

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.8.HE.1)

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE.2)

Students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.HE.3)

Students are respectful of their teacher and peers (2.8.E.1)

Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)

Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)

Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)

Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms (2.8.IN.1)

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 (2.8.IN.2)

Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.3)

Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.4)

Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior (2.8.I.1)

Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention (2.8.I.2)

Teacher rarely or never praises positive behavior (2.8.I.3)

Teacher rarely or never addresses negative behavior (2.8.I.4)

2.9 Set High Expectations For Academic Success

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| For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.9.HE.1) | Teacher sets high expectations for students of all levels (2.9.E.1) | Teacher may set high expectations for some, but not others (2.9.IN.1) | Teacher rarely or never sets high expectations for students (2.9.I.1) |
| Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.2) | Students are invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2) | Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging (2.9.IN.2) | Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off task, or refuse to attempt assignments (2.9.I.2) |
| Students demonstrate high academic expectations for themselves (2.9.HE.3) | 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) (2.9.E.3) | Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) (2.9.IN.3) | Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3) |
| Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.4) | Teacher celebrates and praises academic work (2.9.E.4) | Teacher may praise the academic work of some, but not others (2.9.IN.4) | Teacher rarely or never praises academic work or good behavior (2.9.I.4) |
| | High quality work of all students is displayed in the classroom (2.9.E.5) | High quality work of a few, but not all students, may be displayed in the classroom (2.9.IN.5) | High quality work is rarely or never displayed in the classroom (2.9.I.5) |

DOMAIN 3: TEACHER LEADERSHIP (15.00%)

3.1 Contribute To School Culture

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| At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1) | Teacher will: (3.1.E.1) | Teacher does not: (3.1.IN.1) | |
| Seek out leadership roles (3.1.HE.2) | Dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2) | Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.2) | 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 (3.1.I.2) |
| Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.3) | Contribute ideas and expertise to further the school's mission and initiatives (3.1.E.3) | | |

3.2 Collaborate With Peers

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| At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.2.HE.1) | Teacher will: (3.2.E.1) | Teacher does not: (3.2.IN.1) |
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Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)

Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)

Seek to provide other teachers with assistance when needed (3.2.IN.2)

Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player (3.2.I.2)

Coach peers through difficult situations (3.2.HE.3)

Seek out and participate in regular opportunities to work with and learn from others (3.2.E.3)

Regularly seek out opportunities to work with others (3.2.IN.3)

Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)

3.3 Seek Professional Skills And Knowledge

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.3.HE.1)

Teacher will: (3.3.E.1)

Teacher does not: (3.3.IN.1)

Regularly share newly learned knowledge and practices with others (3.3.HE.2)

Actively pursue opportunities to improve knowledge and practice (3.3.E.2)

Actively pursue optional professional development opportunities (3.3.IN.2)

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 (3.3.I.2)

Seek out opportunities to lead professional development sessions (3.3.HE.3)

Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)

Seek out ways to implement new practices into instruction (3.3.IN.3)

Welcome constructive feedback to improve practices (3.3.E.4)

Accept constructive feedback well (3.3.IN.4)

Attend all mandatory professional development opportunities (3.3.E.5)

3.4 Advocate For Student Success

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.4.HE.1)

Teacher will: (3.4.E.1)

Teacher does not: (3.4.IN.1)

Display commitment to the education of all the students in the school (3.4.HE.2)

Advocate for students' individualized needs (3.4.E.2)

Advocate for students' needs (3.4.IN.2)

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 (3.4.I.2)

Make changes and take risks to ensure student success (3.4.HE.3)

Display commitment to the education of all his/her students (3.4.E.3)

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Attempt to remedy obstacles around student achievement (3.4.E.4)

3.5 Engage Families In Student Learning

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (3.5.HE.1)

Teacher will: (3.5.E.1)

Teacher does not: (3.5.IN.1)

Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)

Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2)

Proactively reach out to parents to engage them in student learning (3.5.IN.2)

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.2)

Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events (3.5.HE.3)

Respond promptly to contact from parents (3.5.E.3)

Engage in all forms of parent outreach required by the school (3.5.E.4)

DOMAIN 4: CORE PROFESSIONALISM (Special Weighting)

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences* (4.1.M)

Individual has demonstrated a pattern of unexcused absences (4.1.DNM)

4.2 On Time Arrival

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) (4.2.M)

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) (4.2.DNM)

4.3 Policies And Procedures

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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) *(4.3.M)*

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) *(4.3.DNM)*

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner *(4.4.M)*

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner *(4.4.DNM)*

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DOMAIN 1: Assessment, Data-Based Decision Making, and Accountability

1.1 Utilizes appropriate assessment and data collection methods

SLP Nearly Always fulfills criteria for an effective teacher; plus (1.1.HE.1)

Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff (1.1.HE.2)

SLP consistently uses assessment and data collection methods that are: (1.1.E.1)

Appropriate for the intended purpose (1.1.E.2)

Appropriate and individualized for the specific student's cultural, linguistic and disability background (1.1.E.3)

Of sufficient variety for the intended purpose (1.1.E.4)

SLP intermittently uses assessment and data collection methods that are: (1.1.IN.1)

Appropriate for the student, and administered, scored, and interpreted correctly (1.1.IN.2)

Administered, scored, and interpreted correctly (1.1.IN.3)

But are limited in variety for the intended purpose (1.1.IN.4)

Limited in individualization for the specific student(s) (1.1.IN.5)

SLP rarely uses assessment and data collection methods that are: (1.1.I.1)

Inappropriate for the purpose and/or student, or (1.1.I.2)

Are administered, scored, or interpreted incorrectly (1.1.I.3)

1.2 Conduct special education evaluations to inform eligibility, service, and programming decisions

SLP fulfills the criteria for Level 3 and additionally:

Effectively communicates evaluation findings to school staff through written reports and conferences (1.2.HE.1)

Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions (1.2.HE.2)

SLP conducts evaluations that are:

Completed by compliance due dates (1.2.E.1)

Compliant with minimum requirements of Article 7 (1.2.E.2)

Appropriate for the student being evaluated (1.2.E.3)

Informative for instructional and/or programming purposes (1.2.E.4)

SLP conducts evaluations that are:

Completed by compliance dates (1.2.IN.1)

Compliant with minimum requirements of Article 7 (1.2.IN.2)

Limited in appropriateness for the student being evaluated and/or (1.2.IN.3)

Limited in individualization for the specific student(s) (1.2.IN.4)

SLP conducts evaluations that are:

Completed past the compliance due dates (1.2.I.1)

Not compliant with Article 7 (1.2.I.2)

Inappropriate for the student being evaluated (1.2.I.3)

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Limited in providing instructionally relevant information (1.2.IN.5)

1.3 Utilize technology as part of data-based decision making practices

SLP Nearly Always fulfills criteria for an effective SLP; plus

Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance (1.3.HE.1)

Provides mentoring and coaching to colleagues regarding the use of technological tools and programs (1.3.HE.2)

SLP consistently:

utilizes technology to meet the expectations of role and responsibilities (1.3.E.1)

Example activities include using technological tools to collect assessment data, when appropriate; score data, summarize data, graph data and/or share data findings with others (1.3.E.2)

SLP intermittently:

Involved in continued professional growth and learning regarding the use of technological tools and programs (1.3.IN.1)

Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s) (1.3.IN.2)

SLP rarely:

Lacks knowledge about the use of technological tools and programs (1.3.I.1)

Lacks the skills need to use technological tools and programs (1.3.I.2)

Fails to engage in professional growth and learning to gain needed knowledge and skills (1.3.I.3)

1.4 Utilize Assessment Data to Plan

SLP Nearly Always fulfills criteria for an effective teacher; plus

Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.4.HE)

SLP consistently uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lessons plans aligned to the goals (1.4.E.1)

Teacher consistently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking (1.4.E.2)

SLP intermittently uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lessons plans aligned to the goals (1.4.IN.1)

Teacher intermittently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking (1.4.IN.2)

SLP rarely uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lessons plans aligned to the job (1.4.I.1)

Teacher rarely develops student IEP goals that are measurable, aligned to content standards, and include benchmarking (1.4.I.2)

1.5 Create Objective-Driven Lesson Plans and Assessments

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| SLP Nearly Always fulfills criteria for an effective teacher; plus Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction across all settings (1.5.HE.1) | SLP consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings (1.5.E.1) | SLP intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings (1.5.IN.1) | SLP rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings (1.5.I.1) |
| Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction across all settings (1.5.HE.2) | SLP consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings (1.5.E.2) | SLP intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings (1.5.IN.2) | SLP rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings (1.5.I.2) |
| | SLP consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings (1.5.E.3) | SLP intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings. (1.5.IN.3) | SLP rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings (1.5.I.3) |

1.6 Track Student Data and Analyze Progress

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| SLP Nearly Always fulfills criteria for an effective teacher; plus Uses daily checks for understanding for additional data points (1.6.HE.1) | SLP consistently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) (1.6.E.1) | SLP intermittently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) (1.6.IN.1) | SLP rarely uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) (1.6.I.1) |
| updates tracking system daily (1.6.HE.2) | SLP consistently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) (1.6.E.2) | SLP intermittently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) (1.6.IN.2) | SLP rarely analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) (1.6.I.2) |
| uses data analysis of student progress to drive lesson planning for the following day (1.6.HE.3) | SLP consistently maintains a grading system aligned to student learning goals (Progress Monitoring) (1.6.E.3) | SLP intermittently maintains a grading system aligned to student learning goals (Progress Monitoring) (1.6.IN.3) | SLP rarely maintains a grading system aligned to student learning goals (Progress Monitoring) (1.6.I.3) |

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DOMAIN 2: Effective Instruction

2.1 Develop student understanding and mastery of lesson objectives

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| <p>SLP Nearly Always fulfills criteria for an effective teacher; plus</p> <p>Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE)</p> | <p>Importance of the objective is consistently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s) (2.1.E.1)</p> | <p>Importance of the objective is intermittently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s) (2.1.IN.1)</p> |
| | <p>Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.2)</p> | <p>Lesson intermittently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.IN.2)</p> |
| | <p>The lesson objective consistently 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 (2.1.E.3)</p> | <p>The lesson objective intermittently 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 (2.1.IN.3)</p> |
| | <p>Consistently the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.E.4)</p> | <p>Intermittently the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.IN.4)</p> |
| | <p>The lesson is consistently well-organized to move students towards mastery of the objective (2.1.E.5)</p> | <p>The lesson is intermittently well-organized to move students towards mastery of the objective (2.1.IN.5)</p> |

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

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| <p>SLP Nearly Always fulfills criteria for an effective teacher; plus</p> <p>-SLP fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.1)</p> <p>SLP effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest (2.2.HE.2)</p> <p>Explanations spark student excitement and interest in the content (2.2.HE.3)</p> | <p>SLP consistently restates and rephrases instruction in multiple ways to increase understanding (2.2.E.1)</p> | <p>SLP consistently implements relevant instructional strategies learned via professional development (2.2.IN.1)</p> | <p>SLP rarely restates and rephrases instruction in multiple ways to increase understanding (2.2.I.1)</p> |
| | <p>SLP consistently demonstrates content knowledge and delivers content that is factually correct (2.2.E.2)</p> | <p>SLP intermittently demonstrates content knowledge and delivers content that is factually correct (2.2.IN.2)</p> | <p>SLP rarely demonstrates content knowledge and delivers content that is factually correct (2.2.I.2)</p> |
| | <p>Content is consistently clear, concise and well-organized (2.2.E.3)</p> | <p>Content is intermittently clear, concise and well-organized (2.2.IN.3)</p> | <p>Content is rarely clear, concise and well-organized (2.2.I.3)</p> |

SP 4

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| Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.4) | SLP consistently emphasizes key points or main ideas in content (2.2.E.4) | SLP intermittently emphasizes key points or main ideas in content (2.2.IN.4) | SLP rarely emphasizes key points or main ideas in content (2.2.I.4) |
| | SLP consistently uses developmentally appropriate language and explanations (2.2.E.5) | SLP intermittently uses developmentally appropriate language and explanations (2.2.IN.5) | SLP rarely uses developmentally appropriate language and explanations (2.2.I.5) |
| | SLP consistently implements relevant instructional strategies learned via professional development (2.2.E.6) | SLP intermittently implements relevant instructional strategies learned via professional development (2.2.IN.6) | SLP rarely implements relevant instructional strategies learned via professional development (2.2.I.6) |

2.3 Engage students in academic content

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| SLP Nearly Always fulfills criteria for an effective teacher; plus SLP provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.1) | Consistently 3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1) | Intermittently 3/4 or more of students are actively engaged in content at all times and not off-task (2.3.IN.1) | Rarely are 3/4 or more of students actively engaged in content and not off-task (2.3.I.1) |
| SLP provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.2) | SLP consistently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2) | SLP intermittently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.IN.2) | SLP rarely provides multiple ways of engaging with content aligned to the lesson objective (2.3.I.2) |
| The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.3) | Ways of engaging with content consistently reflect different learning modalities or intelligences (2.3.E.3) | Ways of engaging with content intermittently reflect different learning modalities or intelligences (2.3.IN.3) | Ways of engaging with content rarely reflect different learning modalities or intelligences (2.3.I.3) |
| SLP effectively integrates technology as a tool to engage students in academic success (2.3.HE.4) | SLP consistently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4) | SLP intermittently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.IN.4) | SLP rarely adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.I.4) |
| | ELL and IEP students consistently have the appropriate accommodations to be engaged in content (2.3.E.5) | ELL and IEP students intermittently have the appropriate accommodations to be engaged in content (2.3.IN.5) | ELL and IEP students rarely have the appropriate accommodations to be engaged in content (2.3.I.5) |
| | Students consistently work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6) | Students intermittently work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.IN.6) | Students rarely work hard or are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.I.6) |

2.4 Check for Understanding

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| | | | |
|--|---|--|--|
| <p>SLP Nearly Always fulfills criteria for an effective teacher; plus</p> <p>SLP checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.1)</p> <p>SLP uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking (2.4.HE.2)</p> | <p>SLP consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1)</p> <p>SLP consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2)</p> <p>SLP consistently uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)</p> <p>SLP doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students (2.4.E.4)</p> <p>SLP consistently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)</p> | <p>SLP intermittently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.IN.1)</p> <p>SLP intermittently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.IN.2)</p> <p>SLP intermittently uses wait time effectively both after posing a question and before helping students think through a response (2.4.IN.3)</p> <p>SLP doesn't allow students to "opt-out" of checks for understanding and intermittently cycles back to these students (2.4.IN.4)</p> <p>SLP intermittently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.IN.5)</p> | <p>SLP rarely checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.I.1)</p> <p>SLP rarely uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.I.2)</p> <p>SLP rarely uses wait time effectively both after posing a question and before helping students think through a response (2.4.I.3)</p> <p>SLP allows students to "opt-out" of checks for understanding and rarely cycles back to these students (2.4.I.4)</p> <p>SLP rarely assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.I.5)</p> |
| <h2>2.5 Modify Instruction as Needed</h2> | | | |
| <p>SLP Nearly Always fulfills criteria for an effective teacher; plus</p> <p>SLP anticipates student misunderstandings and preemptively addresses them (2.5.HE.1)</p> <p>SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.2)</p> | <p>SLP consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.1)</p> <p>SLP consistently responds to misunderstandings with effective scaffolding techniques (2.5.E.2)</p> | <p>SLP intermittently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.IN.1)</p> <p>SLP intermittently responds to misunderstandings with effective scaffolding techniques (2.5.IN.2)</p> | <p>SLP rarely makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.I.1)</p> <p>SLP rarely responds to misunderstandings with effective scaffolding techniques (2.5.I.2)</p> |

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SLP doesn't give up, but consistently continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)

SLP intermittently continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.IN.3)

SLP rarely continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.I.3)

2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

SLP Nearly Always fulfills criteria for an effective teacher; plus

Lesson is consistently accessible and challenging to almost all students (2.6.E.1)

Lesson is intermittently accessible and challenging to almost all students (2.6.IN.1)

Lesson is rarely accessible and challenging to almost all students (2.6.I.1)

Lesson is accessible and challenging to all students (2.6.HE.1)

Students are able to answer higher-level questions with meaningful responses (2.6.HE.2)

SLP consistently develops higher-level understanding through effective questioning (2.6.E.2)

SLP intermittently develops higher-level understanding through effective questioning (2.6.IN.2)

SLP rarely develops higher-level understanding through effective questioning (2.6.I.2)

Students pose higher-level questions to the teacher and to each other (2.6.HE.3)

Students consistently have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.3)

Students intermittently have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.IN.3)

Students rarely have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.I.3)

SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.4)

Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.4)

Lesson intermittently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.IN.4)

Lesson rarely pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.I.4)

SLP 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) (2.6.HE.5)

SLP consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)

SLP intermittently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.IN.5)

SLP rarely shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.I.5)

2.7 Maximize Instructional Time

SLP Nearly Always fulfills criteria for an effective teacher; plus

Manages instructional resources so routines, transitions, and procedures are consistently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.1)

Manages instructional resources so routines, transitions, and procedures are intermittently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.IN.1)

Manages instructional resources so routines, transitions, and procedures are rarely well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.I.1)

Manages instructional resources so routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.1)

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| | | | |
|--|---|---|--|
| Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.2) | Students are consistently engaged in meaningful work except for brief periods of time (for example, during attendance) (2.7.E.2) | Students are intermittently engaged in meaningful work except for brief periods of time (for example, during attendance) (2.7.IN.2) | Students are rarely engaged in meaningful work except for brief periods of time (for example, during attendance) (2.7.I.2) |
| Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.3) | SLP consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.3) | SLP intermittently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.IN.3) | SLP rarely delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.I.3) |
| All students are on task and follow instructions of teacher without prompting (2.7.HE.4) | Students are consistently on task and follow instructions of teacher without much prompting (2.7.E.4) | Students are intermittently on task and following instructions of teacher without much prompting (2.7.IN.4) | Students are rarely on task and following instructions of teacher without much prompting (2.7.I.4) |
| Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson (2.7.HE.5) | Disruptive behaviors and off task conversations are rare; when they occur, they are consistently addressed without major interruption to the lesson (2.7.E.5) | Disruptive behaviors and off task conversations are intermittently addressed without major interruption to the lesson (2.7.IN.5) | Disruptive behaviors and off task conversations are rarely addressed without major interruption to the lesson (2.7.I.5) |
| | Students consistently arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.E.6) | Students intermittently arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.IN.6) | Students rarely arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.I.6) |
| | Class consistently starts on-time (2.7.E.7) | Class intermittently starts on-time (2.7.IN.7) | Class rarely starts on-time (2.7.I.7) |

2.8 Create Classroom Culture of Respect and Collaboration

| | | | |
|---|---|--|--|
| SLP Nearly Always fulfills criteria for an effective teacher; plus | Students are consistently respectful of their teacher and peers (2.8.E.1) | Students are intermittently respectful of their teacher and peers (2.8.IN.1) | Students are rarely respectful of their teacher and peers (2.8.I.1) |
| Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE) | | | |
| | Students consistently are given opportunities to collaborate and support each other in the learning process (2.8.E.2) | Students intermittently are given opportunities to collaborate and support each other in the learning process (2.8.IN.2) | Students rarely are given opportunities to collaborate and support each other in the learning process (2.8.I.2) |
| | SLP consistently reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (PBIS and/or BIP) (2.8.E.3) | SLP intermittently reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (PBIS and/or BIP) (2.8.IN.3) | SLP rarely reinforces positive character and behavior and rarely uses consequences appropriately to discourage negative behavior (PBIS and/or BIP) (2.8.I.3) |

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SLP consistently has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)

SLP intermittently has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.IN.4)

SLP rarely has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.I.4)

2.9 Set High Expectations for Academic Success

SLP Nearly Always fulfills criteria for an effective teacher; plus

SLP consistently sets high expectations for students of all levels (2.9.E.1)

Teacher intermittently sets high expectations for students of all levels (2.9.IN.1)

Teacher rarely sets high expectations for students of all levels (2.9.I.1)

Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.1)

Students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2)

Students are intermittently invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.IN.2)

Students are rarely invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.I.2)

Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.3)

The classroom is consistently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.E.3)

The classroom is intermittently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.IN.3)

The classroom is rarely a safe place to take on challenges and risk failure (students feel shy about asking questions or bad about answering incorrectly) (2.9.I.3)

SLP consistently celebrates and praises academic work (2.9.E.4)

SLP intermittently celebrates and praises academic work (2.9.IN.4)

SLP rarely celebrates and praises academic work (2.9.I.4)

High quality work of all students is consistently displayed in the classroom (2.9.E.5)

High quality work of students is intermittently displayed in the classroom (2.9.IN.5)

High quality work of students is rarely displayed in the classroom (2.9.I.5)

DOMAIN 3: SLP Leadership

3.1 Contribute to School Culture

SLP Nearly Always fulfills criteria for an effective teacher; plus

Consistently contribute ideas and expertise to further the school's mission and initiatives (3.1.E.1)

Intermittently contribute ideas and expertise to further the school's mission and initiatives (3.1.IN.1)

Rarely contribute ideas and expertise to further the school's mission and initiatives (3.1.I.1)

Seek out leadership roles (3.1.HE.1)

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Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.2)

Consistently dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2)

Intermittently dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.IN.2)

3.2 Seek/Share Professional Skills and Knowledge

SLP Nearly Always fulfills criteria for an effective teacher; plus

Regularly share newly learned knowledge and practices with others (3.2.HE.1)

Seek out opportunities to lead professional development sessions (3.2.HE.2)

Go above and beyond in seeking out opportunities to collaborate (3.2.HE.3)

Consistently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.) (3.2.E.1)

Consistently seek out ways to implement new practices into instruction, where applicable (3.2.E.2)

Consistently seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed (3.2.E.3)

Consistently welcome constructive feedback to improve practices (3.2.E.4)

Intermittently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.) (3.2.IN.1)

Intermittently seek out ways to implement new practices into instruction, where applicable (3.2.IN.2)

Intermittently seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed (3.2.IN.3)

Intermittently welcome constructive feedback to improve practices (3.2.IN.4)

Rarely pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.) (3.2.I.1)

Rarely seek out ways to implement new practices into instruction, where applicable (3.2.I.2)

Rarely seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed (3.2.I.3)

Rarely welcome constructive feedback to improve practices (3.2.I.4)

3.3 Advocate for Student Success

Teacher Nearly Always fulfills criteria for an effective teacher; plus

Display commitment to the education of all the students in the school. Strive to form relationships in which parents are given ample opportunity to participate in student learning (3.3.HE.1)

Collaborate with colleagues to make changes and take risks to ensure student success (3.3.HE.2)

Consistently display commitment to the education of all his/her students by communicating with peers across all settings per IEP (eg. Student at a Glance) (3.3.E.1)

Consistently attempt to remedy obstacles around student achievement across all settings (3.3.E.2)

Consistently advocate for student's individualized needs across all settings (3.3.E.3)

Consistently engage in all forms of parent outreach required by the school (3.3.E.4)

Intermittently display commitment to the education of all his/her students by communicating with peers across all settings per IEP (eg. Student at a Glance) (3.3.IN.1)

Intermittently attempt to remedy obstacles around student achievement across all settings (3.3.IN.2)

Intermittently advocate for student's individualized needs across all settings (3.3.IN.3)

Intermittently engage in forms of parent outreach required by the school (3.3.IN.4)

Rarely display commitment to the education of all his/her students by communicating with peers across all settings per IEP (eg. Student at a Glance) (3.3.I.1)

Rarely attempt to remedy obstacles around student achievement across all settings (3.3.I.2)

Rarely advocate for student's individualized needs (3.3.I.3)

Rarely engage in forms of parent outreach required by the school (3.3.I.4)

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Consistently assures the IEP minutes of service are met across all settings (Master Schedule) (3.3.E.5)

Intermittently assures the IEP minutes of service are met across all settings (Master Schedule) (3.3.IN.5)

Rarely assures the IEP minutes of service are met across all settings (Master Schedule) (3.3.L.5)

DOMAIN 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences" (4.1.MS)

Individual demonstrates a pattern of unexcused absences " (4.1.DNMS)

4.2 On-Time Arrival

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) (4.2.MS)

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) (4.2.DNMS)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, Article 7 compliance timelines, Special Education rules and regulations) (4.3.MS)

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, Article 7 compliance timelines, Special Education rules and regulations) (4.3.DNMS)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.MS)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNMS)

SP 1.1

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Domain 1.1: Teacher Effectiveness-Mission and Vision

1.1.1 Contributes to the achievement of the mission & vision

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|---|--|
| In addition to Level 3, the assistant principal: (1.1.1.HE.1) | The assistant principal: (1.1.1.E.1) | The assistant principal: (1.1.1.IN.1) | The assistant principal: (1.1.1.I.1) |
| Catalyzes commitment to and vigorous pursuit of the school's vision & mission (1.1.1.HE.2) | Works through complex issues in ways that energize stakeholder commitment (1.1.1.E.2) | Contributes individual capabilities to achieve essential objectives (1.1.1.IN.2) | Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision (1.1.1.I.2) |
| | Contributes individual capabilities and leading group initiatives that consistently achieve essential objectives (1.1.1.E.3) | Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent (1.1.1.IN.3) | Exhibits actions or behaviors that negatively affect stakeholder commitment (1.1.1.I.3) |
| | Translates the vision and mission into daily school practices (1.1.1.E.4) | | |

1.1.2 Assists the principal in hiring, developing and retaining effective teachers

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| In addition to Level 3, the assistant principal: (1.1.2.HE.1) | The assistant principal: (1.1.2.E.1) | The assistant principal: (1.1.2.IN.1) | The assistant principal: (1.1.2.I.1) |
| Provides the student management and/or instructional support necessary to develop and retain effective early career teachers (1.1.2.HE.2) | Bases hiring recommendations primarily on the teacher's level of effectiveness (1.1.2.E.2) | Examines a teacher's level of effectiveness, but does not use it as the primary factor in hiring recommendations (1.1.2.IN.2) | Disregards or fails to examine teacher's level of effectiveness when making hiring recommendations (1.1.2.I.2) |
| | Takes specific actions to facilitate the development and retention of effective staff members (1.1.2.E.3) | Takes action steps that have a limited effective on the development and/or retention of effective teachers (1.1.2.IN.3) | Fails to take consistent steps to facilitate the development and/or retention of effective teachers (1.1.2.I.3) |
| | Aligns personnel recommendations with the vision and mission of the school (1.1.2.E.4) | Occasionally aligns the school's vision/mission to hiring recommendations (1.1.2.IN.4) | Fails to align hiring recommendations to the mission and vision of the school (1.1.2.I.4) |

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Domain 1.2: Teacher Effectiveness - Capital Management

1.2.1 Observes professional practice

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|--|--|---|
| In addition to Level 3, the assistant principal: (1.2.1.HE.1) | The assistant principal: (1.2.1.E.1) | The assistant principal: (1.2.1.IN.1) | The assistant principal: (1.2.1.I.1) |
| Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented (1.2.1.HE.2) | Examines prior performance and student achievement data to inform observations and walkthroughs (1.2.1.E.2) | Frequently categorizes instructional practice inaccurately (1.2.1.IN.2) | Fails to conduct an adequate number of observations (1.2.1.I.2) |
| Differentiates the number of observations based on observed levels of teacher effectiveness (1.2.1.HE.3) | Accurately categorizes observed instructional practice (1.2.1.E.3) | Conducts the minimum number of required observations, despite observed deficiencies in professional practice (1.2.1.IN.3) | Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers (1.2.1.I.3) |
| | Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal (1.2.1.E.4) | Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal (1.2.1.IN.4) | |

1.2.2 Provides actionable feedback

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|---|--|
| In addition to Level 3, the assistant principal: (1.2.2.HE.1) | The assistant principal: (1.2.2.E.1) | The assistant principal: (1.2.2.IN.1) | The assistant principal: (1.2.2.I.1) |
| Models desired actions or schedules opportunities for the teacher to learn from other teachers (1.2.2.HE.2) | Develops bite-sized action plans focused on the highest leverage teacher actions (1.2.2.E.2) | Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions (1.2.2.IN.2) | Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether (1.2.2.I.2) |
| Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. (1.2.2.HE.3) | Provides clear directions for how to do the most important tasks well (1.2.2.E.3) | Leaves implementation of feedback to chance by failing to consistently follow up (1.2.2.IN.3) | Fails to develop action plans with teachers (1.2.2.I.3) |
| | Frequently follows up to ensure feedback is implemented with fidelity (1.2.2.E.4) | | |

1.2.3 Monitors student performance

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|--------------------------------------|---------------------------------------|--------------------------------------|
| In addition to Level 3, the assistant principal: (1.2.3.HE.1) | The assistant principal: (1.2.3.E.1) | The assistant principal: (1.2.3.IN.1) | The assistant principal: (1.2.3.I.1) |

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Develops teachers' collective ability to positively impact student learning (1.2.3.HE.2)

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 (1.2.3.E.2)

Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers (1.2.3.IN.2)

Primarily analyzes data only after statewide achievement tests are complete (1.2.3.I.2)

Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs (1.2.3.HE.3)

Collaboratively develops concrete action steps aligned with student and teacher needs (1.2.3.E.3)

Allows teachers to establish action steps that lack clarity or alignment to performance data (1.2.3.IN.3)

Fails to identify action steps that are aligned with interim or classroom assessment data (1.2.3.I.3)

Frequently follows up to ensure action plans are implemented with fidelity (1.2.3.E.4)

Fails to frequently follow up to ensure proper implementation (1.2.3.IN.4)

1.2.4 Demonstrates commitment to improve teacher performance

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (1.2.4.HE.1)

The assistant principal: (1.2.4.E.1)

The assistant principal: (1.2.4.IN.1)

The assistant principal: (1.2.4.I.1)

Identifies and facilitates opportunities for teachers to share best practices (1.2.4.HE.2)

Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.E.2)

Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.IN.2)

Disregards the need for individualized assistance/coaching (1.2.4.I.2)

Demonstrates the ability to increase the teachers' effectiveness as evidenced by positive gains in student achievement (1.2.4.HE.3)

Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies (1.2.4.E.3)

Provides individual assistance/coaching that is infrequent (1.2.4.IN.3)

Provides limited opportunities for teachers to engage in professional learning (1.2.4.I.3)

Domain 1.3: Teacher Effectiveness- Talent Review

1.3.1 Assists the principal with the evaluation of teachers

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (1.3.1.HE.1)

The assistant principal: (1.3.1.E.1)

The assistant principal: (1.3.1.IN.1)

The assistant principal: (1.3.1.I.1)

Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning (1.3.1.HE.2)

Ensures all evaluation processes and expectations are transparent and clear (1.3.1.E.2)

Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated (1.3.1.IN.2)

Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation (1.3.1.I.2)

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Allocates necessary time and resources to complete thorough, accurate and defensible evaluations (1.3.1.E.3)

Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness (1.3.1.IN.3)

Incorporates limited student data and evidence of teacher practice in evaluation ratings (1.3.1.I.3)

Demonstrates the ability to identify individual teacher strengths and weaknesses (1.3.1.E.4)

Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers (1.3.1.E.5)

Domain 2.1: Leadership Actions - Professional Leadership

2.1.1 Effectively communicates

Highly Effective

In addition to Level 3, the assistant principal: (2.1.1.HE.1)

Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals (2.1.1.HE.2)

Maintains high visibility, accessibility, and establishes strong lines of communication (2.1.1.HE.3)

Effective

The assistant principal: (2.1.1.E.1)

Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns (2.1.1.E.2)

Uses appropriate communication methods and media (2.1.1.E.3)

Maintains appropriate visibility and accessibility to staff (2.1.1.E.4)

Improvement Necessary

The assistant principal: (2.1.1.IN.1)

Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness (2.1.1.IN.2)

Responds in an inconsistent manner to resolve expressed concerns (2.1.1.IN.3)

Ineffective

The assistant principal: (2.1.1.I.1)

Fails to keep appropriate audiences informed. Uses methods of communication that are ineffective or inappropriate for the circumstance/audience (2.1.1.I.2)

2.1.2 Reflects on practice and continually learns

Highly Effective

In addition to Level 3, the assistant principal: (2.1.2.HE.1)

Promotes a culture of self-reflection and continuous improvement (2.1.2.HE.2)

Effective

The assistant principal: (2.1.2.E.1)

Expresses willingness to learn and openly acknowledges areas for growth (2.1.2.E.2)

Improvement Necessary

The assistant principal: (2.1.2.IN.1)

Expresses willingness to learn from others, but is reluctant to admit own shortcomings (2.1.2.IN.2)

Ineffective

The assistant principal: (2.1.2.I.1)

Resists changes to personal or leadership behaviors (2.1.2.I.2)

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Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement (2.1.2.HE.3)

Learns from personal experiences and the actions/insights of others (2.1.2.E.3)

Establishes priorities and achieves action plans focused on high-leverage leadership competencies (2.1.2.E.4)

Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps (2.1.2.IN.3)

Fails to consistently achieve professional growth goals as outlined in professional growth plan (2.1.2.I.3)

2.1.3 Demonstrates resiliency and persistence

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (2.1.3.HE.1)

The assistant principal: (2.1.3.E.1)

The assistant principal: (2.1.3.IN.1)

The assistant principal: (2.1.3.I.1)

Engages staff and self in a continuous pursuit of professional growth and school improvement (2.1.3.HE.2)

Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals (2.1.3.E.2)

Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals (2.1.3.IN.2)

Reacts with visible frustration to challenging problems or setbacks (2.1.3.I.2)

Anticipates problems and confronts and solves problems that have yet to be successfully addressed (2.1.3.HE.3)

Identifies action steps and leverages available resources to confront difficult problems (2.1.3.E.3)

Easily loses focus on improving student achievement (2.1.3.I.3)

2.1.4 Monitors time and task management

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (2.1.4.HE.1)

The assistant principal: (2.1.4.E.1)

The assistant principal: (2.1.4.IN.1)

The assistant principal: (2.1.4.I.1)

Prioritizes being an instructional leader above all else (2.1.4.HE.2)

Consistently allocates the time and resources necessary to achieve ambitious goals (2.1.4.E.2)

Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low-level distractions (2.1.4.IN.2)

Rarely protects time for instructional leadership priorities (2.1.4.I.2)

Is a model of punctuality and timeliness in discharging his/her professional responsibilities (2.1.4.HE.3)

Spends time on high leverage activities (2.1.4.E.3)

Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities (2.1.4.IN.3)

Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals (2.1.4.I.3)

Delegates applicable responsibilities to other staff and helps them achieve success in these activities (2.1.4.E.4)

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RISE 2.0 Assistant Principal (v.2019)

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Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors (2.2.3.HE.2)

Coaches a culture of excellence through repeated practice and modeling of desired behaviors (2.2.3.E.2)

Supports the maintenance of routines, procedures, and policies, but is primarily reactive (2.2.3.IN.2)

Sends inconsistent messages about school policy (2.2.3.I.2)

Consistently and fairly applies positive and negative consequences for behavior (2.2.3.E.3)

Fails to consistently apply either positive and/or negative consequences for behavior (2.2.3.IN.3)

Tolerates discipline violations and allows positive student and staff behavior to go unrecognized (2.2.3.I.3)

Promotes a predictable, safe learning environment through consistency of actions (2.2.3.E.4)

2.2.4 Engage families and the community in student learning

Highly Effective

In addition to Level 3, the assistant principal: (2.2.4.HE.1)

Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education (2.2.4.HE.2)

Effective

The assistant principal: (2.2.4.E.1)

Fosters partnerships with families, community agencies and/or the corporate sector (2.2.4.E.2)

Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs (2.2.4.E.3)

Assists the principal in securing cooperation from family and community members to support school improvement initiatives (2.2.4.E.4)

Improvement Necessary

The assistant principal: (2.2.4.IN.1)

Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning (2.2.4.IN.2)

Inconsistently engages established parents (2.2.4.IN.3)

Ineffective

The assistant principal: (2.2.4.I.1)

Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts (2.2.4.I.2)

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Domain 2.2: Leadership Actions - School Leadership

2.2.1 Maintains a culture of excellence

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|--|---|--|
| In addition to Level 3, the assistant principal: (2.2.1.HE.1) | The assistant principal: (2.2.1.E.1) | The assistant principal: (2.2.1.IN.1) | The assistant principal: (2.2.1.I.1) |
| Instills the daily habits necessary to create a culture of excellence (2.2.1.HE.2) | Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning (2.2.1.E.2) | 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 (2.2.1.IN.2) | Fails to take the initiative to identify and recognize the accomplishments of others (2.2.1.I.2) |
| Is unwavering in maintaining high expectations for everyone (2.2.1.HE.3) | Provides students and staff the support, time, and structures necessary to be successful (2.2.1.E.3) | Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected (2.2.1.IN.3) | Consistently ignores staff or student performance issues (2.2.1.I.3) |
| | Celebrates the accomplishments of others and proactively resolves performance issues (2.2.1.E.4) | | |

2.2.2 Enhances teacher collaboration

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|--|--|---|
| In addition to Level 3, the assistant principal: (2.2.2.HE.1) | The assistant principal: (2.2.2.E.1) | The assistant principal: (2.2.2.IN.1) | The assistant principal: (2.2.2.I.1) |
| Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement (2.2.2.HE.2) | Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school (2.2.2.E.2) | Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards (2.2.2.IN.2) | Fails to provide teacher teams the support and/or resources necessary to achieve desired results (2.2.2.I.2) |
| | Holds collaborating teams accountable for achieving desired results (2.2.2.E.3) | | Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving (2.2.2.I.3) |

2.2.3 Supports a universal code of conduct

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|--------------------------------------|---------------------------------------|--------------------------------------|
| In addition to Level 3, the assistant principal: (2.2.3.HE.1) | The assistant principal: (2.2.3.E.1) | The assistant principal: (2.2.3.IN.1) | The assistant principal: (2.2.3.I.1) |

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Domain 1: Professionalism

1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.

Highly Effective (1.1.HE) Effective (1.1.E) Improvement Necessary (1.1.IN) Ineffective (1.1.I) NA (1.1.)

1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Highly Effective (1.2.HE) Effective (1.2.E) Improvement Necessary (1.2.IN) Ineffective (1.2.I) NA (1.2.)

1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; implements and maintains all health and sport medical requirements and regulations.

Highly Effective (1.3.HE) Effective (1.3.E) Improvement Necessary (1.3.IN) Ineffective (1.3.I) NA (1.3.)

1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.

Highly Effective (1.4.HE) Effective (1.4.E) Improvement Necessary (1.4.IN) Ineffective (1.4.I) NA (1.4.)

1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

Highly Effective (1.5.HE) Effective (1.5.E) Improvement Necessary (1.5.IN) Ineffective (1.5.I) NA (1.5.)

1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

Highly Effective (1.6.HE) Effective (1.6.E) Improvement Necessary (1.6.IN) Ineffective (1.6.I) NA (1.6.)

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~~1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and~~
compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.

Highly Effective (1.7.HE) Effective (1.7.E) Improvement Necessary (1.7.IN) Ineffective (1.7.I) NA (1.7.)

1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.

Highly Effective (1.8.HE) Effective (1.8.E) Improvement Necessary (1.8.IN) Ineffective (1.8.I) NA (1.8.)

1.9 Fulfills professional responsibilities with honesty and integrity.

Highly Effective (1.9.HE) Effective (1.9.E) Improvement Necessary (1.9.IN) Ineffective (1.9.I) NA (1.9.)

1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.

Highly Effective (1.10.HE) Effective (1.10.E) Improvement Necessary (1.10.IN) Ineffective (1.10.I) NA (1.10.)

1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.

Highly Effective (1.11.HE) Effective (1.11.E) Improvement Necessary (1.11.IN) Ineffective (1.11.I) NA (1.11.)

1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

Highly Effective (1.12.HE) Effective (1.12.E) Improvement Necessary (1.12.IN) Ineffective (1.12.I) NA (1.12.)

AD 2

Domain 2: Administrative Responsibilities

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~~2.1 Provides leadership for the athletic department and places it in the proper educational perspective.~~

Highly Effective (2.1.HE) Effective (2.1.E) Improvement Necessary (2.1.IN) Ineffective (2.1.I) NA (2.1.)

2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists, coordinates, and participates as determined by the school administrator, in scheduling and conduct of all athletic staff interviews.

Highly Effective (2.2.HE) Effective (2.2.E) Improvement Necessary (2.2.IN) Ineffective (2.2.I) NA (2.2.)

2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

Highly Effective (2.3.HE) Effective (2.3.E) Improvement Necessary (2.3.IN) Ineffective (2.3.I) NA (2.3.)

2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

Highly Effective (2.4.HE) Effective (2.4.E) Improvement Necessary (2.4.IN) Ineffective (2.4.I) NA (2.4.)

2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

Highly Effective (2.5.HE) Effective (2.5.E) Improvement Necessary (2.5.IN) Ineffective (2.5.I) NA (2.5.)

2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.

Highly Effective (2.6.HE) Effective (2.6.E) Improvement Necessary (2.6.IN) Ineffective (2.6.I) NA (2.6.)

2.7 Arranges school board approved transportation for athletic events.

Highly Effective (2.7.HE) Effective (2.7.E) Improvement Necessary (2.7.IN) Ineffective (2.7.I) NA (2.7.)

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~~2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.~~

Highly Effective (2.8.HE) Effective (2.8.E) Improvement Necessary (2.8.IN) Ineffective (2.8.I) NA (2.8.)

2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.

Highly Effective (2.9.HE) Effective (2.9.E) Improvement Necessary (2.9.IN) Ineffective (2.9.I) NA (2.9.)

2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.

Highly Effective (2.10.HE) Effective (2.10.E) Improvement Necessary (2.10.IN) Ineffective (2.10.I) NA (2.10.)

2.11 Establishes procedures for the supervision and use of the training room.

Highly Effective (2.11.HE) Effective (2.11.E) Improvement Necessary (2.11.IN) Ineffective (2.11.I) NA (2.11.)

2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.

Highly Effective (2.12.HE) Effective (2.12.E) Improvement Necessary (2.12.IN) Ineffective (2.12.I) NA (2.12.)

2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.

Highly Effective (2.13.HE) Effective (2.13.E) Improvement Necessary (2.13.IN) Ineffective (2.13.I) NA (2.13.)

AD 4 2.14 Coordinates the organization and operation of the press boxes.

Highly Effective (2.14.HE) Effective (2.14.E) Improvement Necessary (2.14.IN) Ineffective (2.14.I) NA (2.14.)

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~~2.15 Attends and serves as school liaison at athletic booster club meetings.~~

Highly Effective (2.15.HE) Effective (2.15.E) Improvement Necessary (2.15.IN) Ineffective (2.15.I) NA (2.15.)

2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.

Highly Effective (2.16.HE) Effective (2.16.E) Improvement Necessary (2.16.IN) Ineffective (2.16.I) NA (2.16.)

2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.

Highly Effective (2.17.HE) Effective (2.17.E) Improvement Necessary (2.17.IN) Ineffective (2.17.I) NA (2.17.)

2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.

Highly Effective (2.18.HE) Effective (2.18.E) Improvement Necessary (2.18.IN) Ineffective (2.18.I) NA (2.18.)

2.19 Prepares and obtains signed game contracts.

Highly Effective (2.19.HE) Effective (2.19.E) Improvement Necessary (2.19.IN) Ineffective (2.19.I) NA (2.19.)

2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

Highly Effective (2.20.HE) Effective (2.20.E) Improvement Necessary (2.20.IN) Ineffective (2.20.I) NA (2.20.)

2.21 Completes accurate financial records.

Highly Effective (2.21.HE) Effective (2.21.E) Improvement Necessary (2.21.IN) Ineffective (2.21.I) NA (2.21.)

AD 2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

Highly Effective (2.22.HE) Effective (2.22.E) Improvement Necessary (2.22.IN) Ineffective (2.22.I) NA (2.22.)

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~~2.23 Keeps informed of the rules and regulations of the total athletic program.~~

Highly Effective (2.23.HE) Effective (2.23.E) Improvement Necessary (2.23.IN) Ineffective (2.23.I) NA (2.23.)

2.24 Informs the school board about program directions, problems and achievements.

Highly Effective (2.24.HE) Effective (2.24.E) Improvement Necessary (2.24.IN) Ineffective (2.24.I) NA (2.24.)

2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.

Highly Effective (2.25.HE) Effective (2.25.E) Improvement Necessary (2.25.IN) Ineffective (2.25.I) NA (2.25.)

2.26 Performs other duties as the principal and/or district administrator may direct.

Highly Effective (2.26.HE) Effective (2.26.E) Improvement Necessary (2.26.IN) Ineffective (2.26.I) NA (2.26.)

Domain 3: Sport Specific Duties

3.1 Attends as many contests, meets and events as possible (home and away).

Highly Effective (3.1.HE) Effective (3.1.E) Improvement Necessary (3.1.IN) Ineffective (3.1.I) NA (3.1.)

3.2 Examines all equipment and facilities before use.

Highly Effective (3.2.HE) Effective (3.2.E) Improvement Necessary (3.2.IN) Ineffective (3.2.I) NA (3.2.)

3.3 Provides dressing rooms for visiting teams and game officials.

Highly Effective (3.3.HE) Effective (3.3.E) Improvement Necessary (3.3.IN) Ineffective (3.3.I) NA (3.3.)

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3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.

Highly Effective (3.4.HE) Effective (3.4.E) Improvement Necessary (3.4.IN) Ineffective (3.4.I) NA (3.4.)

3.5 Evaluates each athlete's grades at the end of each grading period.

Highly Effective (3.5.HE) Effective (3.5.E) Improvement Necessary (3.5.IN) Ineffective (3.5.I) NA (3.5.)

3.6 Secures parent consent cards, physical cards and medical forms from all participants.

Highly Effective (3.6.HE) Effective (3.6.E) Improvement Necessary (3.6.IN) Ineffective (3.6.I) NA (3.6.)

3.7 Informs all coaches of all conference and state rules and regulations.

Highly Effective (3.7.HE) Effective (3.7.E) Improvement Necessary (3.7.IN) Ineffective (3.7.I) NA (3.7.)

3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.

Highly Effective (3.8.HE) Effective (3.8.E) Improvement Necessary (3.8.IN) Ineffective (3.8.I) NA (3.8.)

3.9 Supervises and observes coaching and maintains proper rapport with coaches.

Highly Effective (3.9.HE) Effective (3.9.E) Improvement Necessary (3.9.IN) Ineffective (3.9.I) NA (3.9.)

3.10 Provides a system of evaluation and professional growth of coaches.

Highly Effective (3.10.HE) Effective (3.10.E) Improvement Necessary (3.10.IN) Ineffective (3.10.I) NA (3.10.)

3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support

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~~personnel, medical coverage.~~

Highly Effective (3.11.HE) Effective (3.11.E) Improvement Necessary (3.11.IN) Ineffective (3.11.I) NA (3.11.)

3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.

Highly Effective (3.12.HE) Effective (3.12.E) Improvement Necessary (3.12.IN) Ineffective (3.12.I) NA (3.12.)

3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.

Highly Effective (3.13.HE) Effective (3.13.E) Improvement Necessary (3.13.IN) Ineffective (3.13.I) NA (3.13.)

3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.

Highly Effective (3.14.HE) Effective (3.14.E) Improvement Necessary (3.14.IN) Ineffective (3.14.I) NA (3.14.)

Domain 4: Core Professionalism

4.1 Attendance

AD 8

Individual has not demonstrated a pattern of unexcused absences.
(4.1.M)

Individual demonstrates a pattern of unexcused absences.
(4.1.DNM)

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4.2 On-Time Arrival

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). (4.2.M)

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). (4.2.DNM)

4.3 Policies and Procedures

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.). (4.3.M)

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.). (4.3.DNM)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.DNM)

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Domain 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data to Plan

Teacher Nearly Always fulfills criteria for an effective teacher; plus

Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE)

Teacher consistently uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lesson plans aligned to the goals (1.1.E.1)

Teacher intermittently uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lesson plans aligned to the goals (1.1.IN.1)

Teacher rarely uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lesson plans aligned to the job (1.1.I.1)

Teacher consistently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking (1.1.E.2)

Teacher intermittently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking (1.1.IN.2)

Teacher rarely develops student IEP goals that are measurable, aligned to content standards, and include benchmarking (1.1.I.2)

1.2 Create Objective-Driven Lesson Plans and Assessments

Teacher Nearly Always fulfills criteria for an effective teacher; plus

Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction across all settings (1.2.HE.1)

Teacher consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings (1.2.E.1)

Teacher intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings (1.2.IN.1)

Teacher rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings (1.2.I.1)

Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction across all settings. (1.2.HE.2)

Teacher consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings (1.2.E.2)

Teacher intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings (1.2.IN.2)

Teacher rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings (1.2.I.2)

Teacher consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings (1.2.E.3)

Teacher intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings (1.2.IN.3)

Teacher rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings (1.2.I.3)

1.3 Track Student Data and Analyze Progress

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Teacher Nearly Always fulfills criteria for an effective teacher; plus

Uses daily checks for understanding for additional data points (1.3.HE.1)

updates tracking system daily (1.3.HE.2)

uses data analysis of student progress to drive lesson planning for the following day (1.3.HE.3)

Teacher consistently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) (1.3.E.2)

Teacher consistently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) (1.3.E.3)

Teacher consistently maintains a grading system aligned to student learning goals (Progress Monitoring) (1.3.E.4)

Teacher intermittently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) (1.3.IN.2)

Teacher intermittently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) (1.3.IN.3)

Teacher intermittently maintains a grading system aligned to student learning goals (Progress Monitoring) (1.3.IN.4)

Teacher rarely uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) (1.3.I.2)

Teacher rarely analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) (1.3.I.3)

Teacher rarely maintains a grading system aligned to student learning goals (Progress Monitoring) (1.3.I.4)

Domain 2: EFFECTIVE INSTRUCTION

2.1 Develop student understanding and mastery of lesson objectives

Teacher Nearly Always fulfills criteria for an effective teacher; plus

Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.1)

Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.2)

Importance of the objective is consistently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s) (2.1.E.1)

Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.2)

The lesson objective consistently 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 (2.1.E.3)

Importance of the objective is intermittently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s). (2.1.IN.1)

Lesson intermittently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.IN.2)

The lesson objective intermittently 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 (2.1.IN.3)

Importance of the objective is rarely explained so that students understand why they are learning what they are learning in relation to the IEP goal(s) (2.1.I.1)

Lesson rarely builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.I.2)

The lesson objective is rarely specific, measurable, and aligned to standards. It does not convey what students are learning and what they will be able to do by the end of the lesson (2.1.I.3)

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Consistently the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.E.4)

The lesson is consistently well-organized to move students towards mastery of the objective (2.1.E.5)

Intermittently the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.IN.4)

The lesson is intermittently well-organized to move students towards mastery of the objective (2.1.IN.5)

Rarely the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.I.4)

The lesson is rarely well-organized to move students towards mastery of the objective (2.1.I.5)

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

Teacher Nearly Always fulfills criteria for an effective teacher, plus

Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.1)

Teacher effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest (2.2.HE.2)

Explanations spark student excitement and interest in the content (2.2.HE.3)

Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.4)

Teacher consistently restates and rephrases instruction in multiple ways to increase understanding (2.2.E.1)

Teacher consistently demonstrates content knowledge and delivers content that is factually correct (2.2.E.2)

Content is consistently clear, concise and well-organized (2.2.E.3)

Teacher consistently emphasizes key points or main ideas in content (2.2.E.4)

Teacher consistently uses developmentally appropriate language and explanations (2.2.E.5)

Teacher consistently implements relevant instructional strategies learned via professional development (2.2.E.6)

Teacher intermittently restates and rephrases instruction in multiple ways to increase understanding (2.2.IN.1)

Teacher intermittently demonstrates content knowledge and delivers content that is factually correct (2.2.IN.2)

Content is intermittently clear, concise and well-organized (2.2.IN.3)

Teacher intermittently emphasizes key points or main ideas in content (2.2.IN.4)

Teacher intermittently uses developmentally appropriate language and explanations (2.2.IN.5)

Teacher intermittently implements relevant instructional strategies learned via professional development (2.2.IN.6)

Teacher rarely restates and rephrases instruction in multiple ways to increase understanding (2.2.I.1)

Teacher rarely demonstrates content knowledge and delivers content that is factually correct (2.2.I.2)

Content is rarely clear, concise and well-organized (2.2.I.3)

Teacher rarely emphasizes key points or main ideas in content (2.2.I.4)

Teacher rarely uses developmentally appropriate language and explanations (2.2.I.5)

Teacher rarely implements relevant instructional strategies learned via professional development (2.2.I.6)

2.3 Engage students in academic content

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| | | | |
|--|---|--|---|
| Teacher Nearly Always fulfills criteria for an effective teacher; plus Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.1) | Consistently 3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1) | Intermittently 3/4 or more of students are actively engaged in content at all times and not off-task (2.3.IN.1) | Rarely are 3/4 or more of students actively engaged in content and not off-task (2.3.I.1) |
| Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.2) | Teacher consistently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2) | Teacher intermittently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.IN.2) | Teacher rarely provides multiple ways of engaging with content aligned to the lesson objective (2.3.I.2) |
| The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.3) | Ways of engaging with content consistently reflect different learning modalities or intelligences (2.3.E.3) | Ways of engaging with content intermittently reflect different learning modalities or intelligences (2.3.IN.3) | Ways of engaging with content rarely reflect different learning modalities or intelligences (2.3.I.3) |
| Teacher effectively integrates technology as a tool to engage students in academic success (2.3.HE.4) | Teacher consistently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4) | Teacher intermittently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.IN.4) | Teacher rarely adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.I.4) |
| | ELL and IEP students consistently have the appropriate accommodations to be engaged in content (2.3.E.5) | ELL and IEP students intermittently have the appropriate accommodations to be engaged in content (2.3.IN.5) | ELL and IEP students rarely have the appropriate accommodations to be engaged in content (2.3.I.5) |
| | Students consistently work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6) | Students intermittently work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.IN.6) | Students rarely work hard or are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.I.6) |

2.4 Check for Understanding

| | | | |
|---|---|--|---|
| Teacher Nearly Always fulfills criteria for an effective teacher; plus Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.1) | Teacher consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1) | Teacher intermittently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.IN.1) | Teacher rarely checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.I.1) |
| SE 4 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 (2.4.HE.2) | Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2) | Teacher intermittently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.IN.2) | Teacher rarely uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.I.2) |

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Teachers consistently uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)

Teacher doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students (2.4.E.4)

Teacher consistently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)

Teachers intermittently uses wait time effectively both after posing a question and before helping students think through a response (2.4.IN.3)

Teacher doesn't allow students to "opt-out" of checks for understanding and intermittently cycles back to these students (2.4.IN.4)

Teacher intermittently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.IN.5)

Teachers rarely uses wait time effectively both after posing a question and before helping students think through a response (2.4.I.3)

Teacher allows students to "opt-out" of checks for understanding and rarely cycles back to these students (2.4.I.4)

Teacher rarely assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.I.5)

2.5 Modify Instruction as Needed

Teacher Nearly Always fulfills criteria for an effective teacher; plus

Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.1)

Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.2)

Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.1)

Teacher consistently responds to misunderstandings with effective scaffolding techniques (2.5.E.2)

Teacher doesn't give up, but consistently continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)

Teacher intermittently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.IN.1)

Teacher intermittently responds to misunderstandings with effective scaffolding techniques (2.5.IN.2)

Teacher intermittently continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.IN.3)

Teacher rarely makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.I.1)

Teacher rarely responds to misunderstandings with effective scaffolding techniques (2.5.I.2)

Teacher rarely continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.I.3)

2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

Teacher Nearly Always fulfills criteria for an effective teacher; plus

Lesson is accessible and challenging to all students (2.6.HE.1)

Lesson is consistently accessible and challenging to almost all students (2.6.E.1)

Lesson is intermittently accessible and challenging to almost all students (2.6.IN.1)

Lesson is rarely accessible and challenging to almost all students (2.6.I.1)

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| Students are able to answer higher-level questions with meaningful responses (2.6.HE.2) | Teacher consistently develops higher-level understanding through effective questioning (2.6.E.2) | Teacher intermittently develops higher-level understanding through effective questioning (2.6.IN.2) | Teacher rarely develops higher-level understanding through effective questioning (2.6.L.2) |
| Students pose higher-level questions to the teacher and to each other (2.6.HE.3) | Students consistently have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.3) | Students intermittently have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.IN.3) | Students rarely have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.L.3) |
| Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.4) | Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.4) | Lesson intermittently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.IN.4) | Lesson rarely pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.L.4) |
| 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) (2.6.HE.5) | Teacher consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5) | Teacher intermittently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.IN.5) | Teacher rarely shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.L.5) |

2.7 Maximize Instructional Time

| | | | |
|---|--|---|--|
| Teacher Nearly Always fulfills criteria for an effective teacher; plus Manages instructional resources so routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.1) | Manages instructional resources so routines, transitions, and procedures are consistently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.1) | Manages instructional resources so routines, transitions, and procedures are intermittently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.IN.1) | Manages instructional resources so routines, transitions, and procedures are rarely well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.L.1) |
| Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.2) | Students are consistently engaged in meaningful work except for brief periods of time (for example, during attendance) (2.7.E.2) | Students are intermittently engaged in meaningful work except for brief periods of time (for example, during attendance) (2.7.IN.2) | Students are rarely engaged in meaningful work except for brief periods of time (for example, during attendance) (2.7.L.2) |
| Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.3) | Teacher consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.3) | Teacher intermittently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.IN.3) | Teacher rarely delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.L.3) |
| All students are on task and follow instructions of teacher without prompting (2.7.HE.4) | Students are consistently on task and follow instructions of teacher without much prompting (2.7.E.4) | Students are intermittently on task and following instructions of teacher without much prompting (2.7.IN.4) | Students are rarely on task and following instructions of teacher without much prompting (2.7.L.4) |

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| Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson (2.7.HE.5) | Disruptive behaviors and off task conversations are rare; when they occur, they are consistently addressed without major interruption to the lesson (2.7.E.5) | Disruptive behaviors and off task conversations are intermittently addressed without major interruption to the lesson (2.7.IN.5) | Disruptive behaviors and off task conversations are rarely addressed without major interruption to the lesson (2.7.I.5) |
| | Students consistently arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.E.6) | Students intermittently arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.IN.6) | Students rarely arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.I.6) |
| | Class consistently starts on-time (2.7.E.7) | Class intermittently starts on-time (2.7.IN.7) | Class rarely starts on-time (2.7.I.7) |

2.8 Create Classroom Culture of Respect and Collaboration

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| Teacher Nearly Always fulfills criteria for an effective teacher; plus Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE) | Students are consistently respectful of their teacher and peers (2.8.E.1) | Students are intermittently respectful of their teacher and peers (2.8.IN.1) | Students are rarely respectful of their teacher and peers (2.8.I.1) |
| | Students consistently are given opportunities to collaborate and support each other in the learning process (2.8.E.2) | Students intermittently are given opportunities to collaborate and support each other in the learning process (2.8.IN.2) | Students rarely are given opportunities to collaborate and support each other in the learning process (2.8.I.2) |
| | Teacher consistently reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (PBIS and/or BIP) (2.8.E.3) | Teacher intermittently reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (PBIS and/or BIP) (2.8.IN.3) | Teacher rarely reinforces positive character and behavior and rarely uses consequences appropriately to discourage negative behavior (PBIS and/or BIP) (2.8.I.3) |
| | Teacher consistently has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4) | Teacher intermittently has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.IN.4) | Teacher rarely has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.I.4) |

2.9 Set High Expectations for Academic Success

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| Teacher Nearly Always fulfills criteria for an effective teacher; plus Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.1) | Teacher consistently sets high expectations for students of all levels (2.9.E.1) | Teacher intermittently sets high expectations for students of all levels (2.9.IN.1) | Teacher rarely sets high expectations for students of all levels (2.9.I.1) |
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| Students demonstrate high academic expectations for themselves (2.9.HE.2) | Students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2) | Students are intermittently invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.IN.2) | Students are rarely invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.I.2) |
| Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.3) | The classroom is consistently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.E.3) | The classroom is intermittently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.IN.3) | The classroom is rarely a safe place to take on challenges and risk failure (students feel shy about asking questions or bad about answering incorrectly) (2.9.I.3) |
| | Teacher consistently celebrates and praises academic work (2.9.E.4) | Teacher intermittently celebrates and praises academic work (2.9.IN.4) | Teacher rarely celebrates and praises academic work (2.9.I.4) |
| | High quality work of all students is consistently displayed in the classroom (2.9.E.5) | High quality work of students is intermittently displayed in the classroom (2.9.IN.5) | High quality work of students is rarely displayed in the classroom (2.9.I.5) |

Domain 3: TEACHER LEADERSHIP

3.1 Contribute to School Culture

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| Teacher Nearly Always fulfills criteria for an effective teacher; plus Seek out leadership roles (3.1.HE.1) | Consistently contribute ideas and expertise to further the school's mission and initiatives (3.1.E.1) | Intermittently contribute ideas and expertise to further the school's mission and initiatives (3.1.IN.1) | Rarely contribute ideas and expertise to further the school's mission and initiatives (3.1.I.1) |
| Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.2) | Consistently dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2) | Intermittently dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.IN.2) | Rarely dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.I.2) |

3.2 Seek/Share Professional Skills and Knowledge

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| Teacher Nearly Always fulfills criteria for an effective teacher; plus Regularly share newly learned knowledge and practices with others (3.2.HE.1) | Consistently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.) (3.2.E.1) | Intermittently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.) (3.2.IN.1) | Rarely pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.) (3.2.I.1) |
| Seek out opportunities to lead professional development sessions (3.2.HE.2) | Consistently seek out ways to implement new practices into instruction, where applicable (3.2.E.2) | Intermittently seek out ways to implement new practices into instruction, where applicable (3.2.IN.2) | Rarely seek out ways to implement new practices into instruction, where applicable (3.2.I.2) |

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| Go above and beyond in seeking out opportunities to collaborate (3.2.HE.3) | Consistently seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed (3.2.E.3) | Intermittently seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed (3.2.IN.3) | Rarely seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed (3.2.I.3) |
| | Consistently welcome constructive feedback to improve practices (3.2.E.4) | Intermittently welcome constructive feedback to improve practices (3.2.IN.4) | Rarely welcome constructive feedback to improve practices (3.2.I.4) |

3.3 Advocate for Student Success

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| Teacher Nearly Always fulfills criteria for an effective teacher; plus Display commitment to the education of all the students in the school. Strive to form relationships in which parents are given ample opportunity to participate in student learning (3.3.HE.1) | Consistently display commitment to the education of all his/her students by communicating with peers across all settings per IEP (eg. Student at a Glance). (3.3.E.1) | Intermittently display commitment to the education of all his/her students by communicating with peers across all settings per IEP (eg. Student at a Glance) (3.3.IN.1) | Rarely display commitment to the education of all his/her students by communicating with peers across all settings per IEP (eg. Student at a Glance) (3.3.I.1) |
| Collaborate with colleagues to make changes and take risks to ensure student success (3.3.HE.2) | Consistently attempt to remedy obstacles around student achievement across all settings (3.3.E.2) | Intermittently attempt to remedy obstacles around student achievement across all settings (3.3.IN.2) | Rarely attempt to remedy obstacles around student achievement across all settings (3.3.I.2) |
| | Consistently advocate for student's individualized needs across all settings (3.3.E.3) | Intermittently advocate for student's individualized needs across all settings (3.3.IN.3) | Rarely advocate for student's individualized needs (3.3.I.3) |
| | Consistently engage in all forms of parent outreach required by the school (3.3.E.4) | Intermittently engage in forms of parent outreach required by the school (3.3.IN.4) | Rarely engage in forms of parent outreach required by the school (3.3.I.4) |
| | Consistently assures the IEP minutes of service are met across all settings (Master Schedule) (3.3.E.5) | Intermittently assures the IEP minutes of service are met across all settings (Master Schedule) (3.3.IN.5) | Rarely assures the IEP minutes of service are met across all settings (Master Schedule) (3.3.I.5) |

Domain 4: CORE PROFESSIONALISM

4.1 Attendance

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|---|---|
| Individual has not demonstrated a pattern of unexcused absences* (4.1.MS) | Individual demonstrates a pattern of unexcused absences* (4.1.DNMS) |
|---|---|

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4.2 On-Time Arrival

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) (4.2.MS)

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) (4.2.DNMS)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, Article 7 compliance timelines, Special Education rules and regulations) (4.3.MS)

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, Article 7 compliance timelines, Special Education rules and regulations) (4.3.DNMS)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.MS)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNMS)

RISE 2.0 Principal Effectiveness

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Domain 1.1: Teacher Effectiveness - Human Capital Management

1.1.1 Hiring And Retention

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.1.HE.1)

Principal recruits, hires, and supports teachers by: (1.1.1.E.1)

Principal recruits, hires, and supports effective teachers by: (1.1.1.IN.1)

Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: (1.1.1.L.1)

Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; (1.1.1.HE.2)

Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; (1.1.1.E.2)

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; (1.1.1.IN.2)

Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; (1.1.1.L.2)

Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; (1.1.1.HE.3)

Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; (1.1.1.E.3)

Demonstrating ability to increase some teachers' effectiveness; (1.1.1.IN.3)

Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; (1.1.1.L.3)

Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). (1.1.1.HE.4)

Aligning personnel decisions with the vision and mission of the school. (1.1.1.E.4)

Occasionally applying the school's vision/mission to HR decisions. (1.1.1.IN.4)

Rarely or never applying the school's vision/mission to HR decisions. (1.1.1.L.4)

1.1.2 Evaluation Of Teachers

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.2.HE.1)

Principal prioritizes and applies teacher evaluations by: (1.1.2.E.1)

?Principal prioritizes and applies teacher evaluations by: (1.1.2.IN.1)

Principal does not prioritize and apply teacher evaluations by: (1.1.2.L.1)

Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. (1.1.2.HE.2)

Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.E.2)

Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.IN.2)

Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.L.2)

Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; (1.1.2.E.3)

Using teacher evaluations to partially differentiate the performance of teacher; (1.1.2.IN.3)

Rarely or never using teacher evaluation to differentiate the performance of teachers; (1.1.2.L.3)

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Following processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.E4)

Following most processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.IN.4)

Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members. (1.1.2.I.4)

1.1.3 Professional Development

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.3.HE.1)

Principal orchestrates professional learning opportunities by: (1.1.3.E.1)

Principal orchestrates aligned professional learning opportunities tuned to staff needs by: (1.1.3.IN.1)

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (1.1.3.I.1)

Frequently creating learning opportunities in which highly effective teachers support their peers; (1.1.3.HE.2)

Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; (1.1.3.E.2)

Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; (1.1.3.IN.2)

Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; (1.1.3.I.2)

Monitoring the impact of implemented learning opportunities on student achievement; (1.1.3.HE.3)

Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.; (1.1.3.E.3)

Providing learning opportunities with little variety of format; (1.1.3.IN.3)

Providing no variety in format of learning opportunities; (1.1.3.I.3)

Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. (1.1.3.HE.4)

Providing differentiated learning opportunities to teachers based on evaluation results. (1.1.3.E.4)

Providing differentiated learning opportunities to teachers in some measure based on evaluation results. (1.1.3.IN.4)

Failing to provide professional learning opportunities based on evaluation results. (1.1.3.I.4)

1.1.4 Leadership And Talent Development

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.4.HE.1)

Principal develops leadership and talent by: (1.1.4.E.1)

Principal develops leadership and talent by: (1.1.4.IN.1)

Principal does not develop leadership and talent by: (1.1.4.I.1)

Encouraging and supporting teacher leadership and progression on career ladders; (1.1.4.HE.2)

Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; (1.1.4.E.2)

Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; (1.1.4.IN.2)

Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; (1.1.4.I.2)

Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; (1.1.4.HE.3)

Providing formal and informal opportunities to mentor emerging leaders; (1.1.4.E.3)

Providing formal and informal opportunities to mentor some, but not all, emerging leaders; (1.1.4.IN.3)

Rarely or never provides mentorship to emerging leaders; (1.1.4.I.3)

Recognizing and celebrating emerging leaders. (1.1.4.HE.4)

Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. (1.1.4.E.4)

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. (1.1.4.IN.4)

Providing no support and encouragement of leadership and growth; (1.1.4.I.4)

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Frequently assigns responsibilities without allocating necessary authority. (1.1.4.1.5)

1.1.5 Delegation

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.5.HE.1)

Encouraging and supporting staff members to seek out responsibilities; (1.1.5.HE.2)

Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. (1.1.5.HE.3)

Principal delegates tasks and responsibilities appropriately by: (1.1.5.E.1)

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.E.2)

Monitoring the progress towards success of those to whom delegations have been made; (1.1.5.E.3)

Providing support to staff members as needed. (1.1.5.E.4)

Principal delegates tasks and responsibilities appropriately by: (1.1.5.IN.1)

Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; (1.1.5.IN.2)

Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; (1.1.5.IN.3)

Providing support, but not always as needed. (1.1.5.IN.4)

Principal does not delegate tasks and responsibilities appropriately by: (1.1.5.I.1)

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.I.2)

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; (1.1.5.I.3)

Rarely or never providing support. (1.1.5.I.4)

1.1.6 Strategic Assignment

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.6.HE.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. (1.1.6.HE.2)

Principal uses staff placement to support instruction by: (1.1.6.E.1)

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; (1.1.6.E.2)

Strategically assigning support staff to teachers and classes as necessary to support student achievement. (1.1.6.E.3)

Principal uses staff placement to support instruction by: (1.1.6.IN.1)

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. (1.1.6.IN.2)

Principal does not use staff placement to support instruction by: (1.1.6.I.1)

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. (1.1.6.I.2)

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: (1.1.7.HE.1)

Principal addresses teachers in need of improvement or ineffective by: (1.1.7.E.1)

Principal addresses teachers in need of improvement or ineffective by: (1.1.7.IN.1)

Principal does not address teachers in need of improvement or ineffective by: (1.1.7.I.1)

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| Tracking remediation plans in order to inform future decisions about effectiveness of certain supports; (1.1.7.HE.2) | Developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.E.2) | Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.I.2) |
| Staying in frequent communication with teachers on remediation plans to ensure necessary support. (1.1.7.HE.3) | Monitoring the success of remediation plans; (1.1.7.E.3) | Rarely or never monitoring the success of remediation plans; (1.1.7.I.3) |
| | Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.E.4) | Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.I.4) |
| | Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.IN.4) | |

Domain 1.2: Teacher Effectiveness - Instructional Leadership

1.2.1 Mission And Vision

| | | | |
|---|---|---|---|
| At Level 4, a principal fulfills the criteria for Level 3 and additionally; (1.2.1.HE.1) | Principal supports a school-wide instructional vision and/or mission by; (1.2.1.E.1) | Principal supports a school-wide instructional vision and/or mission by; (1.2.1.IN.1) | Principal does not support a school-wide instructional vision and/or mission by; (1.2.1.I.1) |
| Defining long, medium, and short-term application of the vision and/or mission; (1.2.1.HE.2) | Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); (1.2.1.E.2) | Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); (1.2.1.IN.2) | Failing to adopt a school-wide instructional vision and/or mission; (1.2.1.I.2) |
| Monitoring and measuring progress toward the school's vision and/or mission; (1.2.1.HE.3) | Defining specific instructional and behavioral actions linked to the school's vision and/or mission; (1.2.1.E.3) | Making significant key decisions without alignment to the vision and/or mission; (1.2.1.IN.3) | Defining a school-wide instructional vision and/or mission that is not applied to decisions; (1.2.1.I.3) |
| 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; (1.2.1.HE.4) | 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; (1.2.1.E.4) | 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. (1.2.1.IN.4) | 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. (1.2.1.I.4) |
| Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor. (1.2.1.HE.5) | Ensuring all key decisions are aligned to the vision and/or mission. (1.2.1.E.5) | | |

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1.2.2 Classroom Observations

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| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.2.HE.1) | Principal uses classroom observations to support student academic achievement by: (1.2.2.E.1) | Principal uses classroom observations to support student academic achievement by: (1.2.2.IN.1) | Principal uses classroom observations to support student academic achievement by: (1.2.2.I.1) |
|---|--|---|---|
| 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; (1.2.2.HE.2) | Visiting all teachers frequently (announced and unannounced) to observe instruction; (1.2.2.E.2) | Occasionally visiting teachers to observe instruction; (1.2.2.IN.2) | Rarely or never visiting teachers to observe instruction; (1.2.2.I.2) |
| Monitoring the impact of feedback provided to teachers. (1.2.2.HE.3) | Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; (1.2.2.E.3) | Occasionally analyzing student performance data to drive instruction evaluate instructional quality; (1.2.2.IN.3) | Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; (1.2.2.I.3) |
| | Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (1.2.2.E.4) | Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. (1.2.2.IN.4) | Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. (1.2.2.I.4) |

1.2.3 Teacher Collaboration

| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.3.HE.1) | Principal supports teacher collaboration by: (1.2.3.E.1) | Principal supports teacher collaboration by: (1.2.3.IN.1) | Principal does not support teacher collaboration by: (1.2.3.I.1) |
|---|--|---|---|
| Monitoring collaborative efforts to ensure a constant focus on student learning; (1.2.3.HE.2) | Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; (1.2.3.E.2) | Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; (1.2.3.IN.2) | Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; (1.2.3.I.2) |
| Tracking best collaborative practices to solve specific challenges; (1.2.3.HE.3) | Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; (1.2.3.E.3) | Supporting and encouraging teamwork and collaboration in a limited number of ways; (1.2.3.IN.3) | Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; (1.2.3.I.3) |
| Holding collaborating teams accountable for their results. (1.2.3.HE.4) | Aligning teacher collaborative efforts to the school's vision/mission. (1.2.3.E.4) | Occasionally aligning teacher collaborative efforts to instructional practices. (1.2.3.IN.4) | Rarely or never aligning teacher collaborative efforts to instructional practices. (1.2.3.I.4) |

Domain 1.3: Teacher Effectiveness - Leading Indicators of Student Learning

1.3.1 Planning And Developing Student Learning Objectives

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| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.1.HE.1) | Principal supports the planning and development of Student Learning Objectives (SLOs) by: (1.3.1.E.1) | Principal supports the creation of Student Learning Objectives (SLOs) by: (1.3.1.IN.1) | Principal does not support the creation of Student Learning Objectives by: (1.3.1.I.1) |
|---|--|---|---|
| Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; (1.3.1.HE.2) | Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; (1.3.1.E.2) | Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; (1.3.1.IN.2) | Failing to organize/provide opportunities for teacher collaboration; (1.3.1.I.2) |
| Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; (1.3.1.HE.3) | Collaborating with teachers to identify standards or skills to be assessed; (1.3.1.E.3) | Occasionally collaborating with teachers to identify standards or skills to be assessed; (1.3.1.IN.3) | Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; (1.3.1.I.3) |
| Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; (1.3.1.HE.4) | Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; (1.3.1.E.4) | Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; (1.3.1.IN.4) | |
| Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; (1.3.1.HE.5) | Systematically working with teachers to monitor and revisit SLOs throughout year as necessary; (1.3.1.E.5) | Working with teachers only occasionally throughout the year to measure progress towards goals; (1.3.1.IN.5) | Not meeting with teachers throughout the year to look at progress towards goals. (1.3.1.I.5) |
| Revisiting the use and design of teacher and school-wide tracking tools. (1.3.1.HE.6) | Utilizing a tracking tool to monitor school-wide progress on SLOs; (1.3.1.E.6) | Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. (1.3.1.IN.6) | |
| | Ensuring teachers utilize a tracking tool to show student progress towards SLOs. (1.3.1.E.7) | | |

1.3.2 Rigorous Student Learning Objectives

| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.2.HE.1) | Principal creates rigor in SLOs by: (1.3.2.E.1) | Principal creates rigor in SLOs by: (1.3.2.IN.1) | Principal creates rigor in SLOs by: (1.3.2.I.1) |
|--|--|--|--|
| Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; (1.3.2.HE.2) | Ensuring teachers' SLOs define desired outcomes; (1.3.2.E.2) | Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; (1.3.2.IN.2) | Allowing for outcomes to be benchmarked to less than typical growth; (1.3.2.I.2) |

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| 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. (1.3.2.HE.3) | Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; (1.3.2.E.3) | Assessing baseline data that may not be effectively used to assess students' starting points; (1.3.2.IN.3) | Failing to assess baseline knowledge of students; (1.3.2.I.3) |
| | Ensuring assessments used correspond to the appropriate state content standards; (1.3.2.E.4) | Selecting and allowing for assessments that may not be appropriately aligned to state content standards. (1.3.2.IN.4) | Failing to select assessments that are appropriately aligned to content standards. (1.3.2.I.4) |
| | Ensuring an analysis of previous year's student performance is included in the development of SLOs; (1.3.2.E.5) | | |
| | Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. (1.3.2.E.6) | | |

1.3.3 Instructional Time

| | | | |
|---|--|--|--|
| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.3.HE.1) | Principal supports instructional time by: (1.3.3.E.1) | Principal supports instructional time by: (1.3.3.IN.1) | Principal does not support instructional time by: (1.3.3.I.1) |
| Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. (1.3.3.HE.2) | Removing all sources of distractions of instructional time; (1.3.3.E.2) | Removing major sources of distractions of instructional time; (1.3.3.IN.2) | Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; (1.3.3.I.2) |
| | Promoting the sanctity of instructional time; (1.3.3.E.3) | Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; (1.3.3.IN.3) | Rarely or never promoting the sanctity of instructional time; (1.3.3.I.3) |
| | Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. (1.3.3.E.4) | Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. (1.3.3.IN.4) | Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. (1.3.3.I.4) |

Domain 2.1: Leadership Actions - Personal Behavior

2.1.1 Professionalism

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| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.1.HE.1) | Principal displays professionalism by: (2.1.1.E.1) | Principal supports professionalism by: (2.1.1.IN.1) | Principal does not support professionalism by: (2.1.1.I.1) |
|---|---|---|--|
| Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; (2.1.1.HE.2) | Modeling professional, ethical, and respectful behavior at all times; (2.1.1.E.2) | Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; (2.1.1.IN.2) | Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; (2.1.1.I.2) |
| Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.HE.3) | Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.E.3) | Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.IN.3) | Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.I.3) |

2.1.2 Time Management

| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.2.HE.1) | Principal manages time effectively by: (2.1.2.E.1) | Principal manages time effectively by: (2.1.2.IN.1) | Principal manages time effectively by: (2.1.2.I.1) |
|---|--|--|---|
| Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; (2.1.2.HE.2) | Establishing yearly, monthly, weekly, and daily priorities and objectives; (2.1.2.E.2) | Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; (2.1.2.IN.2) | Rarely or never establishing timely objectives or priorities; (2.1.2.I.2) |
| Monitoring use of time to identify areas that are not effectively utilized. (2.1.2.HE.3) | Identifying and consistently prioritizing activities with the highest-leverage on student achievement. (2.1.2.E.3) | Occasionally prioritizes activities unrelated to student achievement. (2.1.2.IN.3) | Regularly prioritizing activities unrelated to student achievement. (2.1.2.I.3) |

2.1.3 Using Feedback To Improve Student Performance

| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.3.HE.1) | Principal uses feedback to improve student performance by: (2.1.3.E.1) | Principal uses feedback to improve student performance by: (2.1.3.IN.1) | Principal does not use feedback to improve student performance by: (2.1.3.I.1) |
|---|--|--|--|
| Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; (2.1.3.HE.2) | Actively soliciting feedback and help from all key stakeholders; (2.1.3.E.2) | Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; (2.1.3.IN.2) | Regularly avoiding or devaluing feedback; (2.1.3.I.2) |
| Identifying the most efficient means through which feedback can be generated; (2.1.3.HE.3) | Acting upon feedback to shape strategic priorities to be aligned to student achievement. (2.1.3.E.3) | Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. (2.1.3.IN.3) | Rarely or never applying feedback to shape priorities. (2.1.3.I.3) |

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Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.
(2.1.3.HE.4)

2.1.4 Initiative And Persistence

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.4.HE.1)

Principal displays initiative and persistence by: (2.1.4.E.1)

Principal displays initiative and persistence by: (2.1.4.IN.1)

Principal does not display initiative and persistence by: (2.1.4.I.1)

Exceeding typical expectations to accomplish ambitious goals; (2.1.4.HE.2)

Consistently achieving expected goals; (2.1.4.E.2)

Achieving most, but not all expected goals; (2.1.4.IN.2)

Rarely or never achieving expected goals; (2.1.4.I.2)

Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; (2.1.4.HE.3)

Taking on voluntary responsibilities that contribute to school success; (2.1.4.E.3)

Occasionally taking on additional, voluntary responsibilities that contribute to school success; (2.1.4.IN.3)

Rarely or never taking on additional, voluntary responsibilities that contribute to school success; (2.1.4.I.3)

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. (2.1.4.HE.4)

Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; (2.1.4.E.4)

Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; (2.1.4.IN.4)

Rarely or never taking risks to support students in achieving results; (2.1.4.I.4)

Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.4.E.5)

Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.4.IN.5)

Never seeking out potential partnerships. (2.1.4.I.5)

Domain 2.2: Leadership Actions - Building Relationships

2.2.1 Culture Of Urgency

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.1.HE.1)

Principal creates an organizational culture of urgency by: (2.2.1.E.1)

Principal creates an organizational culture of urgency by: (2.2.1.IN.1)

Principal does not create an organizational culture of urgency by: (2.2.1.I.1)

Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement. (2.2.1.HE.2)

Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; (2.2.1.E.2)

Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; (2.2.1.IN.2)

Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; (2.2.1.I.2)

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| | Leading a relentless pursuit of these expectations. (2.2.1.E.3) | Occasionally leading a pursuit of these expectations. (2.2.1.IN.3) | Failing to identify the efforts of students and teachers, thus unable to align these efforts. (2.2.1.L.3) |
|--|--|--|--|
| 2.2.2 Communication | | | |
| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.2.HE.1) | Principal skillfully and clearly communicates by: (2.2.2.E.1) | Principal skillfully and clearly communicates by: (2.2.2.IN.1) | Principal does not skillfully and clearly communicate by: (2.2.2.L.1) |
| To the extent possible, messaging key concepts in real time; (2.2.2.HE.2) | Messaging key concepts, such as the school's goals, needs, plans, success, and failures; (2.2.2.E.2) | Messaging most, but not all, key concepts; (2.2.2.IN.2) | Rarely or never messaging key concepts; (2.2.2.L.2) |
| Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; (2.2.2.HE.3) | Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; (2.2.2.E.3) | Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; (2.2.2.IN.3) | Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; (2.2.2.L.3) |
| Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. (2.2.2.HE.4) | Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. (2.2.2.E.4) | Utilizing a limited number of means and approaches to communication. (2.2.2.IN.4) | Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. (2.2.2.L.4) |
| 2.2.3 Forging Consensus For Change And Improvement | | | |
| At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.3.HE.1) | Principal creates a consensus for change and improvement by: (2.2.3.E.1) | Principal creates a consensus for change and improvement by: (2.2.3.IN.1) | Principal does not create a consensus for change and improvement by: (2.2.3.L.1) |
| Guides others through change and addresses resistance to that change; (2.2.3.HE.2) | Using effective strategies to work toward a consensus for change and improvement; (2.2.3.E.2) | Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; (2.2.3.IN.2) | Failing to identify areas in which agreement and/or consensus is necessary; (2.2.3.L.2) |
| Monitors the success of strategies and revises based on strengths and weaknesses; (2.2.3.HE.3) | Systematically managing and monitoring change processes; (2.2.3.E.3) | Managing change and improvement processes without building systems and allies necessary to support the process; (2.2.3.IN.3) | Rarely or never managing or developing a process for change and/or improvement; (2.2.3.L.3) |
| Creates cultural changes that reflect and support building a consensus for change. (2.2.3.HE.4) | Securing cooperation from key stakeholders in planning and implementing change and driving improvement. (2.2.3.E.4) | Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. (2.2.3.IN.4) | Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. (2.2.3.L.4) |

RISE 2.0 Principal Effectiveness

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Domain 2.3: Leadership Actions – Culture of Achievement

2.3.1 High Expectations

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.1.HE.1)

Principal creates and supports high academic and behavior expectations by: (2.3.1.E.1)

Principal creates and supports high academic and behavioral expectations by: (2.3.1.IN.1)

Principal does not create or support high academic and behavior expectations by: (2.3.1.I.1)

Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; (2.3.1.HE.2)

Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; (2.3.1.E.2)

Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; (2.3.1.IN.2)

Accepting poor academic performance and/or student behavior; (2.3.1.I.2)

Benchmarking expectations to the performance of the state's highest performing schools; (2.3.1.HE.3)

Empowering students to set high and demanding expectations for themselves; (2.3.1.E.3)

Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. (2.3.1.IN.3)

Failing to set high expectations or sets unrealistic or unattainable goals. (2.3.1.I.3)

Creating systems and approaches to monitor the level of academic and behavior expectations; (2.3.1.HE.4)

Ensuring that students are consistently learning, respectful, and on task; (2.3.1.E.4)

Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. (2.3.1.HE.5)

Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; (2.3.1.E.5)

Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. (2.3.1.E.6)

2.3.2 Academic Rigor

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.2.HE.1)

Principal establishes academic rigor by: (2.3.2.E.1)

Principal establishes academic rigor by: (2.3.2.IN.1)

Principal has not established academic rigor by: (2.3.2.I.1)

Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. (2.3.2.HE.2)

Creating ambitious academic goals and priorities that are accepted as fixed and immovable. (2.3.2.E.2)

Creating academic goals that are nearing the rigor required to meet the school's academic goals; (2.3.2.IN.2)

Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; (2.3.2.I.2)

Creating academic goals but occasionally deviates from these goals in the face of adversity. (2.3.2.IN.3)

Consistently sets and abandons ambitious academic goals. (2.3.2.I.3)

RISE 2.0 Principal Effectiveness

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2.3.3 Data Usage In Teams

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.3.HE.1)

Data used as basis of decision making is transparent and communicated to all stakeholders; (2.3.3.HE.2)

Monitoring the use of data in formulating action plans to identify areas where additional data is needed. (2.3.3.HE.3)

Principal utilizes data by: (2.3.3.E.1)

Orchestrating frequent and timely team collaboration for data analysis; (2.3.3.E.2)

Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. ? (2.3.3.E.3)

Principal utilizes data by: (2.3.3.IN.1)

Occasionally supporting and/or orchestrating team collaboration for data analysis; (2.3.3.IN.2)

Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. (2.3.3.IN.3)

Principal does not utilize data by: (2.3.3.I.1)

Rarely or never organizing efforts to analyze data; (2.3.3.I.2)

Rarely or never applying data analysis to develop action plans. (2.3.3.I.3)

Indiana School Counselor Rubric

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Domain 1: Academic Achievement

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. (1.1.HE)

The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)

The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)

The school counselor does not monitor academic achievement. (1.1.I)

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. (1.2.HE)

The school counselor regularly engages in professional development. (1.2.E)

The school counselor sporadically engages in professional development. (1.2.IN)

The school counselor does not engage in professional development. (1.2.I)

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. (1.3.HE)

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. (1.3.E)

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. (1.3.IN)

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. (1.3.I)

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

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The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE)

The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)

The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN)

The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)

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. (1.5.HE)

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. (1.5.E)

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. (1.5.IN)

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. (1.5.I)

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. (1.6.HE)

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. (1.6.E)

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. (1.6.IN)

The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)

Domain 2: Student Assistance Services

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.

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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. (2.1.HE)

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. (2.1.E)

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. (2.1.IN)

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. (2.1.I)

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. (2.2.HE)

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. (2.2.E)

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. (2.2.IN)

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. (2.2.I)

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. (2.3.HE)

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. (2.3.E)

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. (2.3.IN)

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

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. (2.4.HE)

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN)

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

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Domain 3: Career Development

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. (3.1.HE)

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)

The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN)

The school counselor does not facilitate age-appropriate career development. (3.1.I)

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. (3.2.HE)

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. (3.2.E)

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. (3.2.IN)

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. (3.2.I)

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. (3.3.HE)

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. (3.3.E)

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. (3.3.IN)

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. (3.3.I)

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming

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~~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. (3.4.HE)

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. (3.4.E)

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. (3.4.IN)

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. (3.4.I)

Domain 4: Professional Leadership

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. (4.1.HE)

Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)

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. (4.1.IN)

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. (4.1.I)

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. (4.2.HE)

The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)

The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN)

The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)

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.

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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. (4.3.HE)

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E)

The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IN)

The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I)

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. (4.4.HE)

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. (4.4.E)

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. (4.4.IN)

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. (4.4.I)

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. (4.5.HE)

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. (4.5.E)

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. (4.5.IN)

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. (4.5.I)

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.

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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. (4.6.HE)

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. (4.6.E)

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. (4.6.IN)

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. (4.6.I)

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|---|---|--|---|
| 1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement. | | | | |
| 1.1 | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p> |
| 1.2 | <p>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p> | <p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p> | <p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p> | <p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p> |
| 1.3 | <p>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</p> <p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> | <p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p> | <p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p> | <p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p> |

| Indicator | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|-----------|--|--|--|--|---|
| 1.4 | The superintendent provides evidence of delegation and trust in subordinate leaders. | <p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p> | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p> | The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others. | The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment. |
| 1.5 | The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance. | <p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p> | The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team. | The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance. | <p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p> |

| 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. | | | | | |
| 2.1 | The superintendent demonstrates the use of student achievement data to make instructional leadership decisions. | <p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p> | <p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data. | The superintendent is unaware of or indifferent to the data. |
| 2.2 | The superintendent demonstrates evidence of student improvement through student achievement results. | <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p> | <p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p> | Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. | <p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|-----------|---|--|--|--|
| 2.3 | <p>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p> | <p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p> | <p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p> | <p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p> <p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p> |

| 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 all student and adult relationships in the school corporation. | | | | | |
| 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 to all and encourages a positive and professional response from all members of the school community. | On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community. | Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism. | The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| 3.2 | The superintendent organizes time and projects for effective leadership. | <p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p> |

| 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 transformative results. | | | | | |
| 4.1 | The superintendent demonstrates effective communication with parents and community. | <p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p> | <p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p> | <p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p> | <p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p> |
| 4.2 | The superintendent forges consensus for change and improvement throughout the school corporation. | <p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p> | <p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p> | <p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p> | <p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p> |

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|--|
| 4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues. | <p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p> | The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success. | The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful. |
| 4.4 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 mechanisms, such as weekly notes, up-dates, and telephone calls. | The superintendent communicates with all school board members periodically. | The superintendent communicates with selected school board members when needed. | The superintendent has little communication with the school board outside of meetings. |
| 4.5 The superintendent encourages open communication and dialogue with school board members. | <p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p> | 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 and usually to garner support for decisions made by the superintendent. | The superintendent rarely seeks input from the school board and tends to make unilateral decisions. |
| 4.6 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 provides complete and thorough background material so that the board can make an informed decision. | The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision. | The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material. | 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 high and demanding academic and behavior expectations for every student and ensures that students are consistently learning. | <p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>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.</p> <p>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.</p> | <p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>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.</p> | <p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> |
| 5.2 | The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement. | <p>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.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> | <p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p> | <p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p> | <p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p> |

| Indicator | 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 available supports. | 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 limited to students who are struggling academically or behaviorally. | The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students. |
| 5.4 | The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning. | The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home. | The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home. | The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home. | The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home. |

| 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. | <p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data. | Some decisions are based on data, but others are the result of personal preference and tradition. | <p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p> |
| 6.2 | The superintendent demonstrates personal proficiency in technology implementation and utilization. | <p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p> | <p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p> | <p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p> | <p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p> |

| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|-----|--|---|---|--|--|
| 6.3 | 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). | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>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.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p> |
| 6.4 | The superintendent provides responsible fiscal stewardship. | <p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p> | <p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> | <p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p> | <p>The superintendent has little proficiency in sound budgetary practices.</p> |
| 6.5 | The superintendent demonstrates compliance with legal requirements. | <p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p> | <p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p> | <p>The superintendent is not respectful of legal standards and/or board policy requirements.</p> | <p>The superintendent is unaware of the legal standards and board policy requirements.</p> |

Summative Ratings

Each teacher will receive a rating at the end of the school year 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.

The same performance level ratings will be used for each certificated employee in the school corporation.

SUMMATIVE TEACHER EVALUATION SCORING

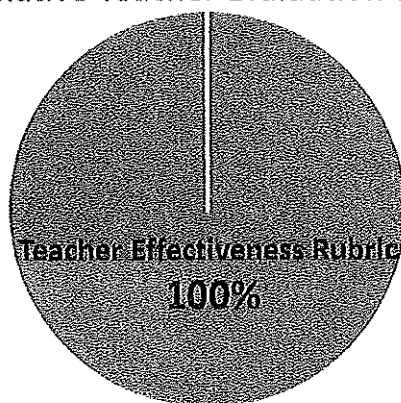
Development of the Metrics and Summative Scoring

The RISE model was used as the foundation for the development of the summative teacher evaluation scoring. The text in most cases is verbatim. The major change comes with the weighting of measures and the components utilized to make the final determination of scoring.

Review of Components

Teachers will utilize the Teacher Effectiveness Rubric without additional components for their summative teacher evaluation score.

Summative Teacher Evaluation Score



| Component | Raw Score | Weight | Weighted Score |
|------------------------------|-----------|--------|----------------|
| Teacher Effectiveness Rubric | 3.5 | X 100% | = 3.5 |

Once the weight are applied appropriately, and evaluator will have a final decimal number. The final weighted score is then translated into a rating on the following scale.

| | | | |
|-------------|-----------------------|-----------|------------------|
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| 1.0 | 1.75 | 2.5 | 3.5 |
| Points | Points | Points | Points |

3.5

The score of 3.5 maps a rating as "Highly Effective." Primary evaluators should meet with teachers 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 may be provided to the teacher. The summative conference may occur by the end of the school year or prior to the beginning of the fall semester of the new school year.

PRINCIPAL METRICS AND SUMMATIVE SCORING

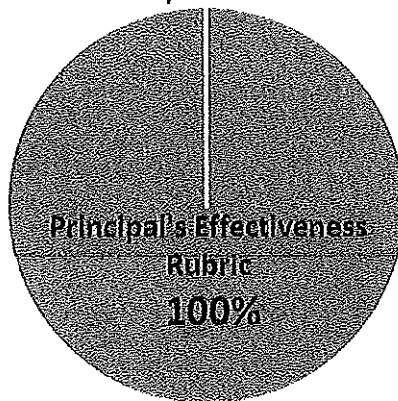
Development of the Metrics and Summative Scoring

The RISE model was used as the foundation for the development of the principal metrics and summative scoring. The text in most cases is verbatim. The major change comes with the weighting of measures and the components utilized to make the final determination of scoring.

Review of Components

Each principal's summative evaluation score will Principal's Effectiveness Rubric without additional components for their summative principal's evaluation score.

Summative Principal's Evaluation Score



| Component | Raw Score | Weight | Weighted Score |
|----------------------------------|-----------|--------|----------------|
| Principal's Effectiveness Rubric | 3.5 | X 100% | = 3.5 |

Once the weight are applied appropriately, and evaluator will have a final decimal number. The final weighted score is then translated into a rating on the following scale.

| | | | |
|-------------|-----------------------|-----------|------------------|
| Ineffective | Improvement Necessary | Effective | Highly Effective |
| 1.0 | 1.75 | 2.5 | 3.5 |
| Points | Points | Points | Points |

3.5

The score of 3.5 maps a rating as "Highly Effective." Primary evaluators should meet with principal 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 may be provided to the teacher. The summative conference may occur by the end of the school year or prior to the beginning of the fall semester of the new school year.

SUPERINTENDENT'S METRICS AND SUMMATIVE SCORING

Development of the Metrics and Summative Scoring

The ISBA/IAPSS Superintendent Evaluation Metrics was used as the foundation for the development of the superintendent's metrics and summative scoring. The text in most cases is verbatim. The major change comes with the weighting of measures and the components utilized to make the final determination of scoring.

Review of Components

The Superintendent's summative evaluation score will be based on the following components and measures:

| |
|--|
| 1) Leadership Outcomes – Assessment of leadership knowledge and skills |
| Measure: ISBA/IAPSS Superintendent Evaluation Rubric (SER) |

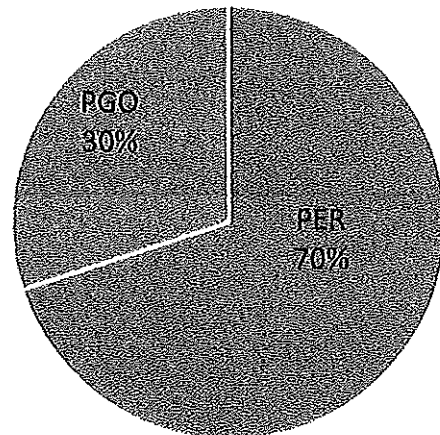
| |
|--|
| 2) Superintendent Goals/Objectives – Contribution to district's academic program |
| Measure: Superintendent's Goals/Objectives (SGO) |

Weighting of Measures

The weights of each measure are provided in the pie chart below.

Superintendent's Evaluation Rubric (70%):

This score is obtained from the evaluation rating from the Superintendent's Evaluation Rubric. The process for determining this is outlined in the rubric itself. Its weight is 70% of the superintendent's comprehensive rating.



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

Superintendent's Goals/Objective:

This is an opportunity for superintendent to focus on individual goals/objectives mutually identified by the superintendent and the board that address local needs, focus on specific areas of

district administration, or that emphasize areas of personal growth and performance. It is weighted at 30% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent's Goals/Objectives are as follows:

1. Must be collaborative set by the superintendent and the Board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

The alignment for goal achievement, rating category, and points is as follows:

| Expectations | Category | Points |
|----------------------------------|---------------------------|--------|
| Exceeds both goals | Highly Effective (HE) | 4 |
| Meets both goals, may exceed one | Effective (E) | 3 |
| Meets only one goal | Improvement Necessary (I) | 2 |
| Meets neither goal | Ineffective | 1 |

Computing the Score:

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, both scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

| | Raw Score | Weight | Score |
|---|-----------|--------|-------|
| Rubric Rating | 3 | 0.70 | 2.1 |
| Superintendent's Goals/Objective Rating | 4 | 0.30 | 1.2 |
| Comprehensive Effectiveness Rating | | | 3.3 |

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resource decisions.

| 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 3.3 maps to a rating of "Effective". The evaluators should meet with superintendent in a summative conference to discuss all the information collected in addition to the final rating. The summative conference may occur at the end of the school year in the spring, or when staff return in the fall depending on the availability of data for the individual employee.

NEGATIVE IMPACT

Teachers in grades 4-8 who receive an Indiana Growth Model (IGM) rating that falls within the definition by the IDO as a negative impact cannot receive a final summative evaluation result of effective or highly effective.

Local Definition of Negative Impact on Student Growth: For teachers who do not have IGM determined by the State, evaluators must determine if an individual teacher had negative impact on the students he/she taught. No teacher shall receive an effective or highly effective rating if it is determined that the teacher had negative impact on student performance. Negative impact on student learning shall be defined as a significant number of students across a teacher's classes failing to demonstrate student learning or mastery of standards established by the state. Data utilized to determine student mastery will include, but not limited to classroom/local assessments and/or student performance on state testing. The evaluator shall meet with each teacher at the start of the academic school year to collaboratively set student-centered learning goals and discuss what data will be utilized to measure academic impact on student performance. If it is determined by the primary evaluator that a teacher had a negative impact on student performance and the summative score of the teacher's evaluation calculates higher than a 2.50 based upon other components of the evaluation, the teacher's final summative evaluation score shall be lowered to a 2.49 and an improvement necessary rating shall be assessed. If a teacher's score is already in the improvement necessary or ineffective range, the score shall remain as calculated.

A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven (7) days of the summative evaluation conference.

Performance ratings for each employee will be recorded and archived on the summary evaluation form provided in Standard for Success. Results reported to the IDOE according to requested formats/timelines on the DOE-EE.

Summative ratings will be discussed in the EOY conference (subject to data which is not yet received) and finalized when all data is complete. Each employee receives notice via email whenever Standard for Success evaluations are summarized, or the primary evaluator will contact the employee and schedule a follow-up meeting with his/her primary evaluator.

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 at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to: district workshops, observing effective teachers, web-based and printed resources, selected sample video clips, help from an instructional coach to co-plan/co-teach, and additional formative observations with coaching. The primary evaluator may prescribe specific professional development activities to be approved for PGP's or continuing education for license renewal for the ineffective or improvement necessary employee, specifically and prescriptively addressing professional growth needs.

The primary evaluator may, at his/her discretion, establish a performance plan of at least 90 days in length for any employee who ends the year with a score less than "Effective" on the rubric alone. The rubric represents a critical part of performance impacting student learning; thus, Rossville Consolidated School District's local plan recommends immediate work to remedy deficiencies in this critical area for the core mission of teaching and learning. The performance plan is created based upon identified areas needing improvement based upon the data collected during the year; includes checkpoints and a plan for either ending the plan or continuing it as needed during the next evaluation cycle. In order to be rated successful on the plan, the employee, must typically demonstrate some level of independent/consistency with the skills requested during the latter part of the plan's timeline.

A teacher who receives a summative rating of "ineffective" may file a request in writing for a private conference with the superintendent or the superintendent's designee not later than seven (7) 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.

The Superintendent will prepare a report for each building principal listing any employee rated as "ineffective." Building principals will utilize care in scheduling/class assignment process to avoid assigning any student to an ineffective teacher for a second consecutive year. If it is not possible to avoid such an assignment, parents will be notified by letter of this unavoidable assignment.

Evaluation Feedback

Pre-conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

Process for Tying Evaluation Results to Professional Development

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers 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. This may also serve as the remediation plan specified in Public Law 90.

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Similar steps will be followed for all certificated personnel.

MINIMUM NUMBER OF EVALUATIONS

Evaluators will conduct a minimum of one (1) short observation and one (1) long observation as part of the formative evaluations. These observations shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation.

Certificated employees will receive notification of short observations within two business days of the observation. Employees will receive notification of long observation within five business days of the observation. Evaluators will meet with employees within five days of the long evaluation.

FEEDBACK AND REMEDIATION PLANS

All certificated employees will receive a written completed evaluation within seven (7) business days of when all aspects of the evaluation have been complete.

Performance ratings for each employee will be recorded and archived on the summary evaluation form provided in Standard for Success. Results reported to the IDOE according to requested formats/timelines on the DOE-EE.

Summative ratings will be discussed in the End of Year (EOY) conference (subject to data which is not yet received) and finalized when all data is complete. Each employee receives notice via email whenever Standard for Success evaluations are summarized, or the primary evaluator will contact the employee and schedule a follow-up meeting with his/her primary evaluator.

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 at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to: district workshops, observing effective teachers, web-based and printed resources, selected sample video clips, help from an instructional coach to co-plan/co-teach, and additional formative observations with coaching. The primary evaluator may prescribe specific professional development activities to be approved for PGP's or continuing education for license renewal for the ineffective or improvement necessary employee, specifically and prescriptively addressing professional growth needs.

The primary evaluator may, at his/her discretion, establish a performance plan of at least 90 days in length for any employee who ends the year with a score less than "Effective" on the rubric alone. The rubric represents a critical part of performance impacting student learning; thus, Rossville Consolidated School District's local plan recommends immediate work to remedy deficiencies in this critical area for the core mission of teaching and learning. The performance plan is created based upon identified areas needing improvement based upon the data collected during the year; includes checkpoints and a plan for either ending the plan or continuing it as needed during the next evaluation cycle. In order to be rated successful on the plan, the employee, must typically demonstrate some level of independent/consistency with the skills requested during the latter part of the plan's timeline.

A teacher who receives a summative rating of “ineffective” may file a request in writing for a private conference with the superintendent or the superintendent’s designee not later than seven (7) 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.

INSTRUCTION DELIVERED BY TEACHERS RATED INEFFECTIVE

No student will receive instruction for two years in a row from teachers rated ineffective unless such a situation is unavoidable.

Parents of students who receive instruction for two years in a row from teachers rated ineffective will receive a letter explaining why this condition is unavoidable. This letter will be sent no later than 30 days prior to the beginning of school.

EVALUATION PLAN DISCUSSION

The evaluation plan will be explained before evaluations are conducted to the governing body in a public meeting no later than the Board's first regularly scheduled meeting in September of the new school year. Prior to this review with the governing board the plan shall be discussed with the teachers or teachers' representative.

Certificated Employee Evaluators

Only employees designated as administrators shall conduct evaluations of certificated employees. Those administrators shall be certificated administrative personnel. The positions approved to conduct evaluations are the Superintendent, Principal, and Dean of Students. The evaluators will be selected based on their expertise and ability to fulfill the duties as an evaluator. The final responsibility for the evaluation will rest with the building principal.

Evaluator Training

Evaluators will have participated in training on the school corporation evaluation process using the RISE model as the foundation. The corporation will utilize the expertise of Wabash Valley Educational Service Center to conduct the initial training. Annual ongoing training will be conducted for all evaluators as needed.

Annual Performance Plan Review

The district will conduct an annual performance plan review of the evaluation process and implement improvements as necessary. The district plans to utilize the District's School Improvement Committee which is made up of parents, teachers, administrators, and a school board member. This committee will also discuss the percentages that are used as components in employee evaluations.