LOOGOOTEE COMMUNITY SCHOOL CORPORATION

Evaluation & Professional Growth Plan

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A copy of the plan and appendices can be found in the Information section at:
http://www.loogootee.k12.in.us

Mission

The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

Purpose

The purpose of the professional growth and evaluation model adopted by the Loogootee Community School Corporation is to ensure quality instruction for all of our students and to foster growth and reflection among our teaching staff. The process is designed to support teachers and administrators as they work to provide quality instruction and educational experiences for our students.

It is the responsibility of our teaching staff to continually work toward improvement in instruction and the responsibility of our administrators to support and assist the teaching staff in that work. Professional growth is an ongoing process which includes collaboration with colleagues, goal setting, self-evaluation, and reflection.

Teachers Serving in Multiple Buildings

Principals in buildings sharing a teacher will determine the primary and secondary evaluator based on the number of courses taught in each building and the Student Learning Measures. Teachers will be notified no later than September 1st of their evaluator assignments.

Training for Staff Responsible for Evaluation

Administrators responsible for conducting staff evaluations will receive training in observation skills, artifact and document analysis, conferencing and mentoring skills, professional growth plan development, and feedback skills. This training will be ongoing and will occur annually. Training will incorporate procedures needed to ensure validity, reliability, and consistency in collecting and using evidence to promote teacher growth. New Administrators to the school corporation shall provide proof of said training. If said training has not occurred, the Administrator shall be trained as soon as it becomes available. Principals will serve as primary and/or secondary evaluators for all certificated employees. The superintendent will be the primary evaluator for all principals.

Teacher Induction to the Teacher Evaluation Plan

Training will take place with all certified staff when a change is made to the evaluation plan. New teachers to the district and beginning teachers will be provided the same training at either the building level or the corporation level. Documents necessary for the implementation of the evaluation process will be provided to new staff to ensure that they have a clear understanding of the process during the induction period.

Teacher Long-term Absence

Teachers may experience long-term absences due to extenuating circumstances during the school year. Teachers must be present in the classroom or involved in virtual e-learning for 120 of the 180 student days during any given school year. If a teacher must be absent more than 60 days in a year, a summative rating will be based upon the measures that are available. A teacher in this situation will not receive a raise or stipend based on years of experience. The teacher may receive an increase in pay if he/she is rated as effective or highly effective using the measures available.   If a teacher is absent the equivalent of an entire semester or more, the teacher's evaluation will be termed as "incomplete" and completed during the next school year. Teachers in this circumstance will not be considered for any increase in pay for the subsequent year after the absences.

Performance Level 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.

● **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.

● **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.

● **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.

Teacher Status

Established

All teachers under contract in the Loogootee Community School Corporation began the 2012-2013 school year as an established teacher.

Probationary

Teachers hired on or after July 1, 2012, have probationary status. Probationary teachers EARN professional status through a pattern of effectiveness (3 effective or highly effective ratings in any 5-year period).

All certified staff, defined by state law as a teacher, will be evaluated on a yearly basis.

Table Relating Performance to Status Change

Rating	Probationary	Professional	Established
Highly Effective	When rated *highly effective* or *effective* for three or five years, teacher will move to professional.	Remains at the *professional* level.	Remains at the *established* level.
Effective	When rated *highly effective* or *effective* for three of five years, teacher will move to *professional.*	Remains at the *professional* level.	Remains at the *established* level.
Improvement Necessary	Two **consecutive** may lead to dismissal	Remains at the *professional* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal for incompetence.	Remains at the *established* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal for incompetence
Ineffective	May be dismissed.	Moves back to *probationary* after one ineffective rating.	Remains at the *established* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal. (Two **consecutive** *ineffective* ratings may also lead to dismissal.)

Classroom Observations

During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences. The following table indicates the minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Post-Conference	Written Feedback
Extended for beginning teacher (less than 3 years at LCSC) OR any teacher who was rated improvement necessary or ineffective within past 5 years	30-40 min.	2/year 1/semester 2nd before April 1	Yes	Within 5 days
Extended for veteran teachers (3 or more years at LCSC)	30-40 min.	1/year before March 1 2nd if requested by teacher or principal	Yes	Within 5 days
Short for beginning teacher (less than 3 years at LCSC) OR any teacher who was rated improvement necessary or ineffective within past 5 years	10 min.	2/yr	No	Within 2 days
Short for veteran teachers (3 or more years at LCSC)	10 min.	1/yr	No	Within 2 days

Classroom Walkthroughs

A classroom walkthrough is a means for evaluators to visit classrooms more frequently and more purposefully. It is a tool that provides the evaluator an opportunity to gather evidence of instruction and gauge classroom environment over a series of short visits in order to provide targeted evidenced-based feedback to teachers. Walkthroughs cannot be used as a shortcut to the classroom observation protocol required as part of the teacher evaluation process. A copy of the walkthrough indicators are listed below:

Classroom Walkthrough Indicators:

The students were:	The teacher was:
● All on task ● 90%+ of students were on task ● 80%+ of students were on task ● Less than 80% of students were on task ● Taking notes ● Completing assigned work ● Completing projects ● Using technology ● Listening and/or responding ● Collaborating ● Working individually on assigned work ● Working in groups on assigned work	● Moving among students ● In front of room instructing students ● At desk ● Using technology ● Explaining instructions ● Direct instruction (lecture) ● Group instruction ● Differentiation of instruction ● Modeling ● Using effective questioning strategies ● Asking higher order questions ● Asking entry level questions
Classroom Environment: ● I CAN statement was posted ● Lesson objective was clear and measurable ● Standards correlation evident ● Assignments posted ● Visuals in room and used by students ● Emergency Procedures posted ● Lesson Plans available	

Types of Evaluators

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. In our corporation, the principal is the primary evaluator for each of the teachers in his/her buildings.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator depending on the grade levels and/or buildings taught..

NOTE:
● Primary evaluators must perform a minimum of 1 extended and 1 short observation per year for each teacher. All others may be conducted by secondary evaluators.
● Every attempt should be made to space Observations evenly throughout the year.

Overview of Components

Every teacher is unique, and the classroom is a complex place. The Loogootee Evaluation Plan relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on three major components:

1. Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Loogootee Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership and Professionalism. (Component 1)

2. Student Learning – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Targets using state, corporation, or school-wide assessments. (Component 2)

Component 1: Professional Practice

The Loogootee Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.

2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.

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

The rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

Loogootee Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of four domains and twenty-two competencies.

DOMAIN 1: PLANNING (20%)

1.1 Objective Driven Instruction
1.2 Use of Resource Materials
1.3 Classroom Assessments
1.4 Lesson Planning
1.5 Planning for Substitute Teachers
1.6 Timely Monitoring and Recording of Student Progress
1.7 Modification of Material for Students with Special Needs

DOMAIN 2: EFFECTIVE INSTRUCTION (65%)

2.1 Classroom Environment
2.2 Use of Instructional Strategies
2.3 Reaching the Range of Learners in a Classroom
2.4 Bell to Bell Teaching / Pace of Instruction
2.5 Checking for Understanding (Formative Assessment)
2.6 Classroom Procedures
2.7 Alignment with School Culture
2.8 Student Engagement
2.9 Relationships with Students

DOMAIN 3: LEADERSHIP (15%)

3.1 Relationships with Families
3.2 Relationships with Colleagues /School
3.3 Additional Contributions and Responsibilities
3.4 Ability to Meet Deadlines
3.5 Professional Development Participation and Implementation
3.6 Openness to Feedback

DOMAIN 4: PBL

4.1 PBL Implentation

DOMAIN 5: PROFESSIONALISM

1	Attendance
2	On-time Arrival
3	Policies and Procedures
4	Respect

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.   If the teacher does not meet standards in any of the four indicators, he or she automatically has 1/4 point deduction from the final summative rating.

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post conference. It is important to note that not all competencies will be evaluated each year. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference.

At the end of the year, or when all the available data is collected, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four-step process:

1. **Compile ratings and notes from observations, conferences, and other sources of information.**

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.
Because of the volume of information that may exist for each teacher, some evaluators may

choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2. **Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership & Professionalism.**

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

3. **Use Established Weights to Combine the three Domain Ratings into One Rating for Domains 1-3.**

At this point, each of the three final domain ratings are weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighed significantly more than the others, at 65%. Planning and Leadership & Professionalism are weighted 20% and 15% respectively.

Component 2: Student Learning
According to IC 20-28-11.5 all teacher evaluation models must include three key components:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers and principals, we need a process that can fully differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.
- **Include Student Growth & Achievement Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance and growth data.

Weighting of Measures
The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. All teacher evaluations will be calculated based on the following groupings:

Grades K-12 Teachers

100%	Teacher Effectiveness Rubric

Final Summative Score
The final summative score will be determined by the data collected by the principal in all areas of the Loogootee Evaluation Plan that apply to each individual teacher based on his/her teaching grouping/assignment. All evaluated employees will receive completed evaluation and documented feedback within seven school days from the completion of the evaluation process.

*To get the final weighted score, simply sum the weighted scores for each component.

Category Ratings
Once the evaluator calculates the Overall Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

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

*Note: Borderline points are always round up.

PROFESSIONAL GROWTH PLAN & PROFESSIONAL DEVELOPMENT

Feedback to all teachers will be immediate following the guidelines established based on the length of the observation. Teachers with an "Improvement Necessary" or an "Ineffective" summative rating or those in danger of receiving an "Improvement Necessary" or an "Ineffective" rating will work with the principal to develop a personal Professional Growth Plan. Positive growth will be expected in no more than a 90-day period following the implementation of this plan. Professional Development will be tailored to the needed areas of improvement as stated in the teachers Professional Growth Plan.   The Professional Growth and Development plans will be used as a requirement for license renewal for those teachers scoring "Improvement Necessary" or "Ineffective."

Professional Development will be available to all teachers and will be determined by the school's needs and/or each teacher's area(s) of need. Staff members may receive Professional Growth Points (PGP's) and/or license renewal credits for completing a professional development plan.

New and/or struggling teachers will have the opportunity for additional observations, mentoring by teachers determined to be effective or highly effective, and increased professional development to address their area(s) of need.

EVALUATION OF ALL CERTIFIED STAFF

All teachers and certificated staff will be evaluated annually. Certificated employees who teach individual children and do not teach in an entire class setting (e.g. speech pathologist,

special education resource teachers, counselors, librarians) will utilize Targeted Goals. Specialized rubrics created by professional organizations representing each of these groups or modifications to the existing Loogootee Effectiveness Rubric will be used to determine highly effective, effective, improvement necessary, and ineffective in their professional practice. For cases in which staff members serve dual roles, multiple rubrics may be used. The percentage each rubric counts toward the overall evaluation will be made by the primary evaluator and will be based on the amount of time spent in each role daily. For school years in which more than 60 school days are deemed "eLearning" days, teacher evaluations will be based on the previous year's teaching evaluation.

FAIRNESS, CONSISTENCY, AND OBJECTIVITY OF SYSTEM

Administrators will continually monitor the effectiveness of instruction as related to student achievement scores. Student achievement data will be compared to each teacher's summative rating. If a positive correlation is not evident, teachers and principals will review instructional practices, student achievement data to determine areas of weakness, and professional development needs as determined by this review. Professional development will be made available for teachers in areas of need and for principals in effective evaluation skills.

Teachers receiving an "Ineffective" in their final summative rating may request in writing a meeting with the superintendent within ten (10) days of receiving the "Ineffective" rating.

TRACKING/MONITORING DOCUMENTATION

Principals will use evaluation-designed software to collect documentation, track the data, and provide feedback to teachers and all certified staff. All student data will be accessible to staff through the use of a data warehousing system designed to provide the most effective, efficient interaction with said data. Administrators and staff will be able to track the evaluation process on-line utilizing the Standard for Success software. Staff members will be able to add artifacts in the Standard for Success software as evidence of Professional Practice, Effective Instruction and Student Learning. All Artifacts must be submitted by May 1.

NOTIFICATION OF PARENTS OF INEFFECTIVE TEACHERS

Principals will not, when possible, place students in classrooms for two consecutive years with an "Ineffective" teacher. If this is not possible, parents will be notified in writing that their child(ren) has been placed for two consecutive years in a classroom with an "Ineffective" teacher.

NEGATIVE IMPACT

Negative impact on student learning shall be defined as follows (511 IAC 10-6-4):
1. For classes measured by statewide assessments with growth model data, the Department of Education shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Teachers determined to have a negative impact on students in the growth model category will not be eligible for a summative rating of "Effective" or "Highly Effective."
2. For classes that are not measured by statewide growth model assessments, the Loogootee Growth Model will be used to determine negative impact on growth and achievement. If a teacher receives an ineffective rating on both the growth and achievement portions of the Measures of Student Learning they will be determined

to have negative impact on student learning.   Teachers meeting both criteria will not be eligible to receive a summative rating in the "Effective" or "Highly Effective" range.

Optional Professional Development Plan
Using relevant student learning data, evaluation feedback, and previous professional development, establish areas of professional growth. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. A copy of the growth plan goal template can be found in Appendix 9.

Principal Metrics and Summative Scoring

Components
The summative evaluation score of each Principal will be based on the following components and measures.

Professional Practice – Assessment of Leadership Outcomes
Measure: Indiana Principal Effectiveness Rubric (PER)

Weighting of Measures

The weights of each measure are provided in the table below.

Measures	Percentage
Indiana Principal's Effectiveness Rubric (PER)	**100%**
Total Score	**100%**

Principal Effectiveness Rubric (100%)
This score is obtained from the evaluation rating from the Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 100% of the Principal's comprehensive rating. The final professional practice rating will be calculated by the evaluation in a four step process:

1. **Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.**

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, regular walkthroughs and monthly conferences between leaders and their evaluators will occur. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. **Use Professional Judgment to Establish Final Ratings for Each Competency.**

After collecting evidence, the evaluator must assess where the principal falls within each

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

3. **Use Professional Judgment to Establish Final Ratings in Principal Effectiveness and Leadership Actions.**

After collecting evidence, the evaluator will assess where the principal falls within each of the two domains. How the scores correlate to the rating categories is as follows:

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

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the Principal, using evidence to support the final decision. At this point, the evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

Rolling Up 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, all three scores are added together to create a final comprehensive Effectiveness Rating.

Category Ratings
Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

*Note: Borderline points are always round up.

ISBA/IAPSS SUPERINTENDENT METRICS AND SUMMATIVE SCORING

The Superintendent's evaluation is formative in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent's job performance. The evaluation is not simply a summative review of what did or did not happen according to plans. Some flexibility in the process is allowed in order to differentiate between those goals that can/are reasonably expected to be achieved and those

goals that are more subject to circumstances beyond the superintendent's control.

The Indiana Superintendent Evaluation Process has three primary components:
1. The Evaluation Instrument (Rubric)
2. Superintendent Goals and/or Objectives (Minimum two per year)
3. The Corporation Accountability Grade

The evaluation metrics are critical to the process. The percentages represent the weight that is to be given to each of the three evaluation categories: the rubric, goals and/or objectives, and the corporation accountability grade.

Metric Percentages

Assessment Instrument	75%
Goals/Objectives	25%
Total	100%

The Evaluation Rubric

The ISBA/IAPSS Indiana Superintendent Evaluation Rubric will be utilized for the Superintendent. Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Each descriptor will have four performance levels: Highly Effective, Effective, Improvement Necessary, and Ineffective, which describe varying levels of performance. A copy of the rubric can be found in the Appendices.

Performance-Based Goals/Objectives

Superintendents will write two measurable goals/objectives based on student achievement and corporation needs. The goals/objectives should include a reasonable time-frame for completion. Some goals/objectives may be ongoing and require extended time beyond the evaluation period for completion. This should be noted by the board and the superintendent. These goals/objectives will constitute 20% of the superintendent's final summative evaluation.

Corporation Accountability Grade

The corporation's overall accountability grade will be assigned by the Indiana Department of Education. This grade will constitute 5% of the superintendent's final summative evaluation.

Staff Performance Evaluation Plan Submission Coversheet

SY 2020-21

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.

INSTRUCTIONS:
Completion
In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission
Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2020 submission due date is 9/15/2020.**

School Corporation Name:	Loogootee Community School Corporation
School Corporation Number:	5525

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

Annual Evaluations

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate **all** certificated employees, including teachers, administrators, counselors, principals and superintendents	4, 9-16 Appendices 1-8

Rigorous Measures of Effectiveness

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	● Observation rubrics - for **all** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator ● Other measures used for evaluations (*e.g.,* surveys)	Appendices 1-8

Designation in Rating Category

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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)	● Definition of performance categories ● Summative scoring process that yields placement into each performance category	5, 12
☐ A definition of negative impact for certificated staff ☐ 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)	● Definition of **negative impact** on student growth for all certificated staff ● Description of the process for modifying a final summative rating for negative growth	13
☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	● Summative scoring process that yields placement into each performance category ● Weighting (broken down by percentage) of all evaluation components	8-16

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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	● Process and timeline for delivering feedback on evaluations ● Process for linking evaluation results with professional development	6, 10-12

Evaluation Plan Discussion

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

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	● 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	May – July 2020 Evaluation Plan Draft shared and discussed with LEA August 20, 2020 overview of plan at School Board Meeting

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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)	● Description of ongoing evaluator training ● Description of who will serve as evaluators ● Process for determining evaluators	3, 7
☐ Teachers acting as evaluators (*optional*) 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	● Description of who will serve as evaluators ● Process for determining evaluators	3, 7
☐ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	3

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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)	System for delivering summative evaluation results to employees	12

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

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	● Remediation plan creation and timeframe ● Process for linking evaluation results with professional development	12
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	12
☐ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	13

Instruction Delivered by Teachers Rated Ineffective			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ 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)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	13
☐ 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)	Description of how parents will be informed of the situation	13

LOOGOOTEE COMMUNITY SCHOOL CORPORATION

Evaluation & Professional Growth Plan

Table of Contents

A copy of the plan and appendices can be found in the Information section at:
http://www.loogootee.k12.in.us

Mission

The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

Purpose

The purpose of the professional growth and evaluation model adopted by the Loogootee Community School Corporation is to ensure quality instruction for all of our students and to foster growth and reflection among our teaching staff. The process is designed to support teachers and administrators as they work to provide quality instruction and educational experiences for our students.

It is the responsibility of our teaching staff to continually work toward improvement in instruction and the responsibility of our administrators to support and assist the teaching staff in that work. Professional growth is an ongoing process which includes collaboration with colleagues, goal setting, self-evaluation, and reflection.

Teachers Serving in Multiple Buildings

Principals in buildings sharing a teacher will determine the primary and secondary evaluator based on the number of courses taught in each building and the Student Learning Measures. Teachers will be notified no later than September 1st of their evaluator assignments.

Training for Staff Responsible for Evaluation

Administrators responsible for conducting staff evaluations will receive training in observation skills, artifact and document analysis, conferencing and mentoring skills, professional growth plan development, and feedback skills. This training will be ongoing and will occur annually. Training will incorporate procedures needed to ensure validity, reliability, and consistency in collecting and using evidence to promote teacher growth. New Administrators to the school corporation shall provide proof of said training. If said training has not occurred, the Administrator shall be trained as soon as it becomes available. Principals will serve as primary and/or secondary evaluators for all certificated employees. The superintendent will be the primary evaluator for all principals.

Teacher Induction to the Teacher Evaluation Plan

Training will take place with all certified staff when a change is made to the evaluation plan. New teachers to the district and beginning teachers will be provided the same training at either the building level or the corporation level. Documents necessary for the implementation of the evaluation process will be provided to new staff to ensure that they have a clear understanding of the process during the induction period.

Teacher Long-term Absence

Teachers may experience long-term absences due to extenuating circumstances during the school year. Teachers must be present in the classroom or involved in virtual e-learning for 120 of the 180 student days during any given school year. If a teacher must be absent more than 60 days in a year, a summative rating will be based upon the measures that are available. A teacher in this situation will not receive a raise or stipend based on years of experience. The teacher may receive an increase in pay if he/she is rated as effective or highly effective using the measures available.   If a teacher is absent the equivalent of an entire semester or more, the teacher's evaluation will be termed as "incomplete" and completed during the next school year. Teachers in this circumstance will not be considered for any increase in pay for the subsequent year after the absences.

Performance Level 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.

- **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.

- **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.

- **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.

Teacher Status

Established

All teachers under contract in the Loogootee Community School Corporation began the 2012-2013 school year as an established teacher.

Probationary

Teachers hired on or after July 1, 2012, have probationary status. Probationary teachers EARN professional status through a pattern of effectiveness (3 effective or highly effective ratings in any 5-year period).

All certified staff, defined by state law as a teacher, will be evaluated on a yearly basis.

Table Relating Performance to Status Change

Rating	Probationary	Professional	Established
Highly Effective	When rated *highly effective* or *effective* for three or five years, teacher will move to professional.	Remains at the *professional* level.	Remains at the *established* level.
Effective	When rated *highly effective* or *effective* for three of five years, teacher will move to *professional.*	Remains at the *professional* level.	Remains at the *established* level.
Improvement Necessary	Two **consecutive** may lead to dismissal	Remains at the *professional* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal for incompetence.	Remains at the *established* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal for incompetence
Ineffective	May be dismissed.	Moves back to *probationary* after one ineffective rating.	Remains at the *established* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal. (Two **consecutive** *ineffective* ratings may also lead to dismissal.)

Classroom Observations

During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences. The following table indicates the minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Post-Conference	Written Feedback
Extended for beginning teacher (less than 3 years at LCSC) OR any teacher who was rated improvement necessary or ineffective within past 5 years	30-40 min.	2/year 1/semester 2nd before April 1	Yes	Within 5 days
Extended for veteran teachers (3 or more years at LCSC)	30-40 min.	1/year before March 1 2nd if requested by teacher or principal	Yes	Within 5 days
Short for beginning teacher (less than 3 years at LCSC) OR any teacher who was rated improvement necessary or ineffective within past 5 years	10 min.	2/yr	No	Within 2 days
Short for veteran teachers (3 or more years at LCSC)	10 min.	1/yr	No	Within 2 days

Classroom Walkthroughs

A classroom walkthrough is a means for evaluators to visit classrooms more frequently and more purposefully. It is a tool that provides the evaluator an opportunity to gather evidence of instruction and gauge classroom environment over a series of short visits in order to provide targeted evidenced-based feedback to teachers. Walkthroughs cannot be used as a shortcut to the classroom observation protocol required as part of the teacher evaluation process. A copy of the walkthrough indicators are listed below:

Classroom Walkthrough Indicators:

The students were:	The teacher was:
● All on task ● 90%+ of students were on task ● 80%+ of students were on task ● Less than 80% of students were on task ● Taking notes ● Completing assigned work ● Completing projects ● Using technology ● Listening and/or responding ● Collaborating ● Working individually on assigned work ● Working in groups on assigned work	● Moving among students ● In front of room instructing students ● At desk ● Using technology ● Explaining instructions ● Direct instruction (lecture) ● Group instruction ● Differentiation of instruction ● Modeling ● Using effective questioning strategies ● Asking higher order questions ● Asking entry level questions
Classroom Environment: ● I CAN statement was posted ● Lesson objective was clear and measurable ● Standards correlation evident ● Assignments posted ● Visuals in room and used by students ● Emergency Procedures posted ● Lesson Plans available	

Types of Evaluators

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. In our corporation, the principal is the primary evaluator for each of the teachers in his/her buildings.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator depending on the grade levels and/or buildings taught..

NOTE:
  ● Primary evaluators must perform a minimum of 1 extended and 1 short observation per year for each teacher. All others may be conducted by secondary evaluators.
  ● Every attempt should be made to space Observations evenly throughout the year.

Overview of Components

Every teacher is unique, and the classroom is a complex place. The Loogootee Evaluation Plan relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on three major components:

1. Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Loogootee Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership and Professionalism. (Component 1)

2. Student Learning – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Targets using state, corporation, or school-wide assessments. (Component 2)

Component 1: Professional Practice

The Loogootee Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.

2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.

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

The rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

Loogootee Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of four domains and twenty-two competencies.

DOMAIN 1: PLANNING (20%)

1.1 Objective Driven Instruction
1.2 Use of Resource Materials
1.3 Classroom Assessments
1.4 Lesson Planning
1.5 Planning for Substitute Teachers
1.6 Timely Monitoring and Recording of Student Progress
1.7 Modification of Material for Students with Special Needs

DOMAIN 2: EFFECTIVE INSTRUCTION (65%)

2.1 Classroom Environment
2.2 Use of Instructional Strategies
2.3 Reaching the Range of Learners in a Classroom
2.4 Bell to Bell Teaching / Pace of Instruction
2.5 Checking for Understanding (Formative Assessment)
2.6 Classroom Procedures
2.7 Alignment with School Culture
2.8 Student Engagement
2.9 Relationships with Students

DOMAIN 3: LEADERSHIP (15%)

3.1 Relationships with Families
3.2 Relationships with Colleagues /School
3.3 Additional Contributions and Responsibilities
3.4 Ability to Meet Deadlines
3.5 Professional Development Participation and Implementation
3.6 Openness to Feedback

DOMAIN 4: PBL

4.1 PBL Implentation

DOMAIN 5: PROFESSIONALISM

1	Attendance
2	On-time Arrival
3	Policies and Procedures
4	Respect

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.   If the teacher does not meet standards in any of the four indicators, he or she automatically has 1/4 point deduction from the final summative rating.

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post conference. It is important to note that not all competencies will be evaluated each year. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference.

At the end of the year, or when all the available data is collected, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four-step process:

1. **Compile ratings and notes from observations, conferences, and other sources of information.**

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.
Because of the volume of information that may exist for each teacher, some evaluators may

choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2. **Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership & Professionalism.**

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

3. **Use Established Weights to Combine the three Domain Ratings into One Rating for Domains 1-3.**

At this point, each of the three final domain ratings are weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighed significantly more than the others, at 65%. Planning and Leadership & Professionalism are weighted 20% and 15% respectively.

Component 2: Student Learning
According to IC 20-28-11.5 all teacher evaluation models must include three key components:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers and principals, we need a process that can fully differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.
- **Include Student Growth & Achievement Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance and growth data.

Weighting of Measures
The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. All teacher evaluations will be calculated based on the following groupings:

Grades K-12 Teachers

100%	Teacher Effectiveness Rubric

Final Summative Score
The final summative score will be determined by the data collected by the principal in all areas of the Loogootee Evaluation Plan that apply to each individual teacher based on his/her teaching grouping/assignment. All evaluated employees will receive completed evaluation and documented feedback within seven school days from the completion of the evaluation process.

*To get the final weighted score, simply sum the weighted scores for each component.

Category Ratings
Once the evaluator calculates the Overall Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

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

*Note: Borderline points are always round up.

PROFESSIONAL GROWTH PLAN & PROFESSIONAL DEVELOPMENT

Feedback to all teachers will be immediate following the guidelines established based on the length of the observation. Teachers with an "Improvement Necessary" or an "Ineffective" summative rating or those in danger of receiving an "Improvement Necessary" or an "Ineffective" rating will work with the principal to develop a personal Professional Growth Plan. Positive growth will be expected in no more than a 90-day period following the implementation of this plan. Professional Development will be tailored to the needed areas of improvement as stated in the teachers Professional Growth Plan.   The Professional Growth and Development plans will be used as a requirement for license renewal for those teachers scoring "Improvement Necessary" or "Ineffective."

Professional Development will be available to all teachers and will be determined by the school's needs and/or each teacher's area(s) of need. Staff members may receive Professional Growth Points (PGP's) and/or license renewal credits for completing a professional development plan.

New and/or struggling teachers will have the opportunity for additional observations, mentoring by teachers determined to be effective or highly effective, and increased professional development to address their area(s) of need.

EVALUATION OF ALL CERTIFIED STAFF

All teachers and certificated staff will be evaluated annually. Certificated employees who teach individual children and do not teach in an entire class setting (e.g. speech pathologist,

special education resource teachers, counselors, librarians) will utilize Targeted Goals. Specialized rubrics created by professional organizations representing each of these groups or modifications to the existing Loogootee Effectiveness Rubric will be used to determine highly effective, effective, improvement necessary, and ineffective in their professional practice. For cases in which staff members serve dual roles, multiple rubrics may be used. The percentage each rubric counts toward the overall evaluation will be made by the primary evaluator and will be based on the amount of time spent in each role daily. For school years in which more than 60 school days are deemed "eLearning" days, teacher evaluations will be based on the previous year's teaching evaluation.

FAIRNESS, CONSISTENCY, AND OBJECTIVITY OF SYSTEM

Administrators will continually monitor the effectiveness of instruction as related to student achievement scores. Student achievement data will be compared to each teacher's summative rating. If a positive correlation is not evident, teachers and principals will review instructional practices, student achievement data to determine areas of weakness, and professional development needs as determined by this review. Professional development will be made available for teachers in areas of need and for principals in effective evaluation skills.

Teachers receiving an "Ineffective" in their final summative rating may request in writing a meeting with the superintendent within ten (10) days of receiving the "Ineffective" rating.

TRACKING/MONITORING DOCUMENTATION

Principals will use evaluation-designed software to collect documentation, track the data, and provide feedback to teachers and all certified staff. All student data will be accessible to staff through the use of a data warehousing system designed to provide the most effective, efficient interaction with said data. Administrators and staff will be able to track the evaluation process on-line utilizing the Standard for Success software. Staff members will be able to add artifacts in the Standard for Success software as evidence of Professional Practice, Effective Instruction and Student Learning. All Artifacts must be submitted by May 1.

NOTIFICATION OF PARENTS OF INEFFECTIVE TEACHERS

Principals will not, when possible, place students in classrooms for two consecutive years with an "Ineffective" teacher. If this is not possible, parents will be notified in writing that their child(ren) has been placed for two consecutive years in a classroom with an "Ineffective" teacher.

NEGATIVE IMPACT

Negative impact on student learning shall be defined as follows (511 IAC 10-6-4):
1. For classes measured by statewide assessments with growth model data, the Department of Education shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Teachers determined to have a negative impact on students in the growth model category will not be eligible for a summative rating of "Effective" or "Highly Effective."
2. For classes that are not measured by statewide growth model assessments, the Loogootee Growth Model will be used to determine negative impact on growth and achievement. If a teacher receives an ineffective rating on both the growth and achievement portions of the Measures of Student Learning they will be determined

to have negative impact on student learning. Teachers meeting both criteria will not be eligible to receive a summative rating in the "Effective" or "Highly Effective" range.

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback, and previous professional development, establish areas of professional growth. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. A copy of the growth plan goal template can be found in Appendix 9.

Principal Metrics and Summative Scoring

Components

The summative evaluation score of each Principal will be based on the following components and measures.

Professional Practice – Assessment of Leadership Outcomes
Measure: Indiana Principal Effectiveness Rubric (PER)

Weighting of Measures

The weights of each measure are provided in the table below.

Measures	Percentage
Indiana Principal's Effectiveness Rubric (PER)	**100%**
Total Score	**100%**

Principal Effectiveness Rubric (100%)

This score is obtained from the evaluation rating from the Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 100% of the Principal's comprehensive rating. The final professional practice rating will be calculated by the evaluation in a four step process:

1. **Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.**

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, regular walkthroughs and monthly conferences between leaders and their evaluators will occur. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. **Use Professional Judgment to Establish Final Ratings for Each Competency.**

After collecting evidence, the evaluator must assess where the principal falls within each

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

3. **Use Professional Judgment to Establish Final Ratings in Principal Effectiveness and Leadership Actions.**

After collecting evidence, the evaluator will assess where the principal falls within each of the two domains. How the scores correlate to the rating categories is as follows:

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

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the Principal, using evidence to support the final decision. At this point, the evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

Rolling Up 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, all three scores are added together to create a final comprehensive Effectiveness Rating.

Category Ratings
Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0
Points

1.75
Points

2.5
Points

3.5
Points

4.0
Points

*Note: Borderline points are always round up.

ISBA/IAPSS SUPERINTENDENT METRICS AND SUMMATIVE SCORING

The Superintendent's evaluation is formative in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent's job performance. The evaluation is not simply a summative review of what did or did not happen according to plans. Some flexibility in the process is allowed in order to differentiate between those goals that can/are reasonably expected to be achieved and those

goals that are more subject to circumstances beyond the superintendent's control.

The Indiana Superintendent Evaluation Process has three primary components:
1. The Evaluation Instrument (Rubric)
2. Superintendent Goals and/or Objectives (Minimum two per year)
3. The Corporation Accountability Grade

The evaluation metrics are critical to the process. The percentages represent the weight that is to be given to each of the three evaluation categories: the rubric, goals and/or objectives, and the corporation accountability grade.

Metric Percentages

Assessment Instrument	75%
Goals/Objectives	25%
Total	100%

The Evaluation Rubric

The ISBA/IAPSS Indiana Superintendent Evaluation Rubric will be utilized for the Superintendent. Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Each descriptor will have four performance levels: Highly Effective, Effective, Improvement Necessary, and Ineffective, which describe varying levels of performance. A copy of the rubric can be found in the Appendices.

Performance-Based Goals/Objectives

Superintendents will write two measurable goals/objectives based on student achievement and corporation needs. The goals/objectives should include a reasonable time-frame for completion. Some goals/objectives may be ongoing and require extended time beyond the evaluation period for completion. This should be noted by the board and the superintendent. These goals/objectives will constitute 20% of the superintendent's final summative evaluation.

Corporation Accountability Grade

The corporation's overall accountability grade will be assigned by the Indiana Department of Education. This grade will constitute 5% of the superintendent's final summative evaluation.

Loogootee Teacher Effectiveness Rubric

DOMAIN 1: PLANNING

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Objective Driven Instruction	Teacher supports instruction with a measurable objective that is both written and referenced often so that students are continually aware of what they are learning.	Teacher supports instruction with a measurable objective that is both written and stated to enhance student learning of the State Standards.	Teacher supports instruction with a measurable objective that is either written or stated and/or does not connect to the State Standard	Teacher does not support instruction with either a written or stated objective.
1.2a	Use of Resource Materials	Teacher supplements instruction with resource materials and media to enhance instruction.	Teacher uses resource materials to support the curriculum that enhance instruction.	Teacher uses resource materials to support the curriculum that are inconsistent with the objectives of the lesson.	Teacher rarely uses resource materials to support the curriculum and frequently covers topics that are not consistent with mandated curriculum.
1.2b		Teacher always has materials needed for effective instruction and student learning for every student.	Teacher usually has materials available to ensure students do not miss out on valuable instructional time.	Teacher sometimes does not provide needed materials for all students and valuable instructional time is missed.	Teacher does not provide needed materials for students and valuable instructional time is missed.

1.3	Classroom Assessments	Teacher creates or utilizes assessments first for backwards planning; utilizes data to support instruction; and implements assessments throughout the year that align with end-of-year summative assessment.	Teacher creates or utilizes assessments first for backwards planning and utilizes data to support instruction.	Teacher creates or utilizes assessments first for backwards planning.	Teacher does not utilize assessments.
1.4a	Lesson Planning	Lessons are highly detailed with objectives, standards, activities, and assessments, scripted questions, anticipated challenges, and interspersed checking for understanding	Lessons are detailed with objectives, standards, activities, and assessments, and interspersed checking for understanding.	Lessons have a basic outline of activities and are rarely interspersed checking for understanding.	Lessons are superficial and incomplete.
1.4b		All student materials are rigorous, error-free and conducive to high quality work.	Most student materials are rigorous, error-free and conducive to high quality work.	Student materials are inconsistently rigorous, error-free and conducive to high quality work.	Student materials consistently fail to meet more than one of the following criteria: rigor, error-free and conducive to high quality work.
1.5	Planning for Substitute Teachers	Teacher provides quality lesson plans / classroom information in sub folder for substitute teachers	Teacher provides adequate lesson plans / classroom information in sub folder for substitute teachers	Teacher provides incomplete plans / classroom information for substitute teachers	Teacher often does not leave plans / classroom information for substitute teachers

1.6	Timely Monitoring and Recording of Student Progress	Teacher records student progress in the electronic gradebook on a daily basis and returns student work and assessments promptly.	Teacher records student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and returns student work and assessments promptly.	Teacher does not record student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and/or does not return student work and assessments promptly.	Teacher is continually late in recording student progress in the electronic gradebook (by Monday 11:59 p.m.) and/or returning student work and assessments.
1.7a	Modification of Material for Students with Special Needs	Teacher always makes necessary curriculum modifications for students with special needs and communicates with the special education teacher.	Teacher always makes necessary curriculum modifications for students with special needs and usually communicates with the special education teacher.	Teacher usually makes necessary curriculum modifications for students with special needs and/or inconsistently communicates with the special education teacher.	Teacher inconsistently makes necessary curriculum modifications for students with special needs and/or does not communicate with the special education teacher.
1.7b		Teachers assumes responsibility for student achievement and seeks innovative ways to support them.	Teacher assumes responsibility for supporting these students.	Teacher does not always assume responsibility for supporting these students.	Teacher fails to assume responsibility for supporting these students.

DOMAIN 2: INSTRUCTION

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1a	Classroom Environment	Teacher creates and frequently updates bulletin boards and/or displays instructional and inspirational signage that supports student learning.	Teacher creates and maintains bulletin boards or displays instructional and inspirational signage that support student learning.	Teacher has limited use of bulletin boards and visual displays to support student learning.	Teacher has no bulletin boards or visual displays to support student learning.
2.1b		Teacher displays quality and updated student work. The classroom is well organized and neat.	Teacher has a classroom that is organized.	Teacher has a classroom that is somewhat disorganized or cluttered.	Teacher has a classroom that is disorganized or cluttered.
2.1c		Teacher always monitors student work and circulates to provide student assistance.	Teacher consistently monitors student work and circulates to provide student assistance.	Teacher is sometimes observed seated at desk early in observation before beginning to circulate to monitor student work.	Teacher is consistently observed seated at desk early in observation and rarely circulates to monitor student work.
2.2a	Use of Instructional Strategies	Teacher uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher is limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging.	Teacher may inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students.
2.2b		Teacher always ensures student learning through	Teacher consistently ensures student learning through	Teacher inconsistently ensures student learning through	Teacher does not use modeling, guided practice and

		modeling, guided practice and independent practice.	modeling, guided practice and independent practice.	modeling, guided practice and independent practice.	independent practice with any regularity.
2.3	Reaching the Range of Learners in a Classroom	Teacher uses differentiated classroom assignments in an exemplary manner to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher regularly uses differentiated classroom assignments to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher occasionally has differentiated individual assignments ranging from students who struggle through those who excel in the subject area.	Teacher does not use differentiated assignments to target different learners.
2.4a	Bell to Bell Teaching / Pace of Instruction	Teacher's classroom time is considered valuable and is used in a highly efficient manner to support teaching and learning.	Teacher's classroom time is clearly for teaching and learning.	Teacher's classroom time is for teaching and learning, but some time is lost in casual conversation.	Teacher's classroom time is often used for non-instructional activities that don't support teaching and learning.
2.4b		Teacher's pace of instruction is always appropriate to students and subject matter.	Teacher's pace of instruction is usually appropriate to students and subject matter.	Teacher's pace of instruction is inconsistently appropriate to students and subject matter	Teacher's pace of instruction is not appropriate to students or subject matter.
2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.

2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.
2.5a	Checking for Understanding (Formative Assessment)	Teacher efficiently and frequently uses a variety of Formative Assessments to constantly monitor student learning.	Teacher consistently uses a sampling of Formative Assessments to constantly monitor student learning.	Teacher occasionally uses a few Formative Assessments techniques to monitor student learning.	Teacher does not use Formative Assessment techniques to monitor student learning.
2.5b		Teacher frequently and consistently uses higher order thinking questions and/or scaffolded questions to push student thinking.	Teacher often uses higher order thinking questions to push student thinking.	Teacher sometimes but not consistently uses higher order thinking questions to push student thinking.	Teacher does not use higher order thinking questions to push student thinking.
2.5c		Teacher uses wait time effectively both after posing a question and before students think through a response.	Teacher sometimes uses wait time effectively both after posing a question and before students think through a response.	Teacher may not provide enough wait time after posting a question for students to think and respond before helping with an answer or moving forward with the content of the lesson.	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

2.5d		Teacher systematically assesses every student's mastery of the objective at the end of each lesson through formal and informal assessments.	Teacher assesses student mastery throughout each lesson and doesn't allow students to opt out of checks for understanding by cycling back to these students.	Teacher sometimes allows students to opt out of checks for understanding without cycling back to these students.	Teacher frequently allows students to opt out of checks for understanding without cycling back to these students.
2.6a	Classroom Procedures	Teacher has a prompt start and strong finish to class.	Teacher usually has a prompt start and strong finish to class.	Teacher may not have a prompt start or a strong finish to class.	Teacher does not have a prompt start and a strong finish to class.
2.6b		Teacher has established classroom routines that lead to efficient and effective use of class time.	Teacher uses classroom time efficiently and students follow established routines.	Teacher's classroom routines are not always evident causing a lack of flow in the classroom.	Teacher does not have clear routines or routines are poorly executed causing a lack of flow in the classroom.
2.7a	Alignment with School Culture	Teacher always enforces and emphasizes school rules and values.	Teacher often enforces and emphasizes school rules and values.	Teacher occasionally enforces and emphasizes school rules and values.	Teacher does not enforce and emphasize school rules and values.
2.7b		Teacher implements a multitude of effective management strategies so that few management problems arise.	Teacher implements several management strategies so that the class has minimal management problems.	Teacher implements management strategies but with mixed effectiveness. Student behaviors distract learning.	Teacher implements management strategies ineffectively and student learning is inhibited.
2.8a	Student Engagement	All (100%) students are on task.	Nearly all students (90%+) are on task.	Most (80%) students are on task.	Fewer than 80 % of students are on task.
2.8b		If a student moves off task, the teacher promptly	If a student moves off task, the teacher	If a student moves off task, the teacher does	If a student moves off task, the teacher does

		addresses the student always using the least invasive form of intervention without disrupting the pace of instruction.	addresses the student using the least invasive form of intervention.	not consistently use the least invasive form of intervention and/or the teacher does not always notice the off task behavior.	not use the least invasive form of intervention, and class time is wasted to refocus the class.
2.8c		Teacher effectively integrates technology by immersing students in learning through the student's own use of the technology device.	Teacher effectively uses technology as a tool to engage students in academic content on a regular basis.	Teacher rarely integrates technology as a tool to engage students in academic content.	Teacher never integrates technology as a tool to engage students in academic content.
2.9a	Relationships with Students	Teacher creates a classroom climate of caring by always addressing students in a respectful and positive manner.	Teacher creates a classroom climate of caring by addressing students in a respectful and positive manner.	Teacher does not consistently address students in a respectful and professional manner.	Teacher does not address students in a respectful and professional manner.
2.9b		Teacher always has positive relationships with students and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates he/she will not give up on students.	Teacher usually has positive relationships with students in support of learning.	Teacher fails to establish positive relationships with some students in support of learning.	Teacher has relationships with students that are inappropriate.
2.9c		Teacher always diffuses situations with students and/or knows when to involve school leaders.	Teacher usually diffuses situations with students and/or knows when to involve school leaders.	Teacher does not always diffuse situations with students, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.	Teacher is over-reliant on or does not involve school leaders at appropriate times.

DOMAIN 3: LEADERSHIP

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1a	Relationships with Families	Teacher makes frequent and proactive communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes regular and sometimes pro-active communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes infrequent communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher does not make contact, including phone calls and face-to-face meetings, with parents.
3.1b		Teacher returns all communication from families in a timely manner and resolves parent concerns in a professional manner.	Teacher returns all communication from families in a timely manner.	Teacher does not consistently return all communication from families in a timely manner.	Teacher does not regularly return all communication from families.
3.2a	Relationships with Colleagues / School	Teacher relationships with colleagues are extremely positive, collaborative, considerate and helpful.	Teacher relationships with colleagues are positive and collaborative.	Teacher relationships with colleagues are uneven and/or collaboration is not consistently evident.	Teacher relationships with colleagues negatively affect the work environment and/or collaboration is not evident.

3.2b		Teacher assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Teacher regularly engages in professional exchange with colleagues.	Teacher occasionally engages in professional exchange with colleagues.	Teacher rarely engages in professional exchange with colleagues.
3.2c		Teacher exerts a positive influence on the staff.	Teacher has a positive and professional attitude.	Teacher can be negative about the school, job or students.	Teacher is negative about the school, job or students.
3.3a	Additional Contributions and Responsibilities	Teacher puts in extraordinary amount of time and effort to contribute to student and school success.	Teacher puts in sufficient time and effort to contribute to student and school success.	Teacher puts in some time and effort to contribute to student and school success.	Teacher puts in minimal time and effort to contribute to student and school success.
3.3b		Teacher independently assumes additional responsibilities when necessary and demonstrates leadership.	Teacher often assumes additional responsibilities when necessary – especially when asked.	Teacher rarely assumes additional responsibilities.	Teacher does not assume additional responsibilities.

3.4	Ability to Meet Deadlines	Teacher always meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher usually meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher inconsistently meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher consistently does not meet deadlines for lesson plans, progress reports, report cards and other district requirements.
3.5	Professional Development Participation and Implementation	Teacher regularly shares newly learned knowledge with others and leads professional development.	Teacher participates and attends all PLC and/or staff meetings when present at school.	Teacher sometimes arrives late or misses PLC and/or staff meetings.	Teacher often arrives late and misses PLC and/or staff meetings.
3.6a	Openness to Feedback	Teacher eagerly reflects upon and responds to feedback with openness and a great attitude.	Teacher reflects upon and responds to feedback with openness.	Teacher inconsistently reflects upon feedback or does not always have an open attitude.	Teacher does not reflect upon or respond to feedback with an open attitude.
3.6b		Teacher immediately implements feedback from administration.	Teacher implements feedback from administration.	Teacher does not implement feedback from administration in a timely or consistent manner.	Teacher does not implement feedback from administration.

DOMAIN 4: PBL Implementation

	Effective (3)	Ineffective (1)
4.1	Implemented a minimum of one PBL unit	Did not implement one PBL unit

DOMAIN 5: PROFESSIONALISM

Indicator		Does Not Meet Acceptable Standard of Professionalism
1	**Attendance**	Individual demonstrates a pattern of excessive sick and/or personal absences or a pattern (2 or more times) calling in after 6:00 A.M. when in need of a substitute teacher. Absences and late notices of absences have been addressed with the individual by the appropriate administrative staff.
2	**On-time Arrival**	Individual has demonstrated a pattern (2 or more times) of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policies and practices). Late arrivals have been documented and addressed with the individual by appropriate administrative staff.
3	**Policies and Procedures**	Individual demonstrates a pattern (2 or more times) of failing to follow state, corporation, and/or school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, submission of appropriate leave paperwork, completion of field trip paperwork in a timely manner, etc.). Failure to follow policies and procedures has been documented and addressed with the individual by the appropriate administrative staff.
4	**Respect**	Individual demonstrates a pattern (2 or more times) of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner (e.g. during parent conferences, at athletic/extracurricular events, in the classroom, etc.). Disrespect has been documented and addressed with the individual by the appropriate administrative staff.

Loogootee Teacher Effectiveness Rubric: Special Education

DOMAIN 1: PLANNING

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Objective Driven Instruction	Teacher supports instruction with a measurable objective that is both written and referenced often so that students are continually aware of what they are learning.	Teacher supports instruction with a measurable objective that is both written and stated to enhance student learning of the State Standards.	Teacher supports instruction with a measurable objective that is either written or stated and/or does not connect to the State Standard	Teacher does not support instruction with either a written or stated objective.
1.2a	Use of Resource Materials	Teacher supplements instruction with resource materials and media to enhance instruction.	Teacher uses resource materials to support the curriculum that enhance instruction.	Teacher uses resource materials to support the curriculum that are inconsistent with the objectives of the lesson.	Teacher rarely uses resource materials to support the curriculum and frequently covers topics that are not consistent with mandated curriculum.
1.2b		Teacher always has materials needed for effective instruction and student learning for every student.	Teacher usually has materials available to ensure students do not miss out on valuable instructional time.	Teacher sometimes does not provide needed materials for all students and valuable instructional time is missed.	Teacher does not provide needed materials for students and valuable instructional time is missed.

1.3a	Classroom Assessments	Teacher creates or utilizes assessments first for backwards planning; utilizes data to support instruction; and implements assessments throughout the year that align with end-of-year summative assessment.	Teacher creates or utilizes assessments first for backwards planning and utilizes data to support instruction.	Teacher creates or utilizes assessments first for backwards planning.	Teacher does not utilize assessments.
1.3b		Use multiple assessments to determine PLOP.			
1.3c		Needs defined in PLOP are aligned to goals.			
1.4a	Lesson Planning	Lessons are highly detailed with objectives, standards, activities, and assessments, scripted questions, anticipated challenges, and interspersed checking for understanding	Lessons are detailed with objectives, standards, activities, and assessments, and interspersed checking for understanding.	Lessons have a basic outline of activities and are rarely interspersed checking for understanding.	Lessons are superficial and incomplete.
1.4b		All student materials are rigorous, error-free and conducive to high quality work.	Most student materials are rigorous, error-free and conducive to high quality work.	Student materials are inconsistently rigorous, error-free and conducive to high quality work.	Student materials consistently fail to meet more than one of the following criteria: rigor, error-free and conducive to high quality work.
1.4c		Evidence that the IEP is being implemented across all settings.			

1.5	Planning for Substitute Teachers	Teacher provides quality lesson plans / classroom information in sub folder for substitute teachers	Teacher provides adequate lesson plans / classroom information in sub folder for substitute teachers	Teacher provides incomplete plans / classroom information for substitute teachers	Teacher often does not leave plans / classroom information for substitute teachers
1.6a	Timely Monitoring and Recording of Student Progress	Teacher records student progress in the electronic gradebook on a daily basis and returns student work and assessments promptly.	Teacher records student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and returns student work and assessments promptly.	Teacher does not record student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and/or does not return student work and assessments promptly.	Teacher is continually late in recording student progress in the electronic gradebook (by Monday 11:59 p.m.) and/or returning student work and assessments.
1.6b		Services are implemented as identified in IEP			
1.7a	Modification of Material for Students with Special Needs	Teacher always makes necessary curriculum modifications for students with special needs and communicates with the special education teacher.	Teacher always makes necessary curriculum modifications for students with special needs and usually communicates with the special education teacher.	Teacher usually makes necessary curriculum modifications for students with special needs and/or inconsistently communicates with the special education teacher.	Teacher inconsistently makes necessary curriculum modifications for students with special needs and/or does not communicate with the special education teacher.

1.7b		Teachers assumes responsibility for student achievement and seeks innovative ways to support them.	Teacher assumes responsibility for supporting these students.	Teacher does not always assume responsibility for supporting these students.	Teacher fails to assume responsibility for supporting these students.
1.7c		IEP goals aligned to state standards			

DOMAIN 2: INSTRUCTION

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1a	Classroom Environment	Teacher creates and frequently updates bulletin boards and/or displays instructional and inspirational signage that supports student learning.	Teacher creates and maintains bulletin boards or displays instructional and inspirational signage that support student learning.	Teacher has limited use of bulletin boards and visual displays to support student learning.	Teacher has no bulletin boards or visual displays to support student learning.
2.1b		Teacher displays quality and updated student work. The classroom is well organized and neat.	Teacher has a classroom that is organized.	Teacher has a classroom that is somewhat disorganized or cluttered.	Teacher has a classroom that is disorganized or cluttered.
2.1c		Teacher always monitors student work and circulates to provide student assistance.	Teacher consistently monitors student work and circulates to provide student assistance.	Teacher is sometimes observed seated at desk early in observation before beginning to circulate to monitor student work.	Teacher is consistently observed seated at desk early in observation and rarely circulates to monitor student work.
2.2a	Use of Instructional Strategies	Teacher uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher is limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging.	Teacher may inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students.

2.2b		Teacher always ensures student learning through modeling, guided practice and independent practice.	Teacher consistently ensures student learning through modeling, guided practice and independent practice.	Teacher inconsistently ensures student learning through modeling, guided practice and independent practice.	Teacher does not use modeling, guided practice and independent practice with any regularity.
2.2c		Instruction based on IEP goals			
2.3	Reaching the Range of Learners in a Classroom	Teacher uses differentiated classroom assignments in an exemplary manner to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher regularly uses differentiated classroom assignments to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher occasionally has differentiated individual assignments ranging from students who struggle through those who excel in the subject area.	Teacher does not use differentiated assignments to target different learners.
2.4a	Bell to Bell Teaching / Pace of Instruction	Teacher's classroom time is considered valuable and is used in a highly efficient manner to support teaching and learning.	Teacher's classroom time is clearly for teaching and learning.	Teacher's classroom time is for teaching and learning, but some time is lost in casual conversation.	Teacher's classroom time is often used for non-instructional activities that don't support teaching and learning.
2.4b		Teacher's pace of instruction is always appropriate to students and subject matter.	Teacher's pace of instruction is usually appropriate to students and subject matter.	Teacher's pace of instruction is inconsistently appropriate to students and subject matter	Teacher's pace of instruction is not appropriate to students or subject matter.

2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.
2.4d		TOR Identifies relationship between lesson and IEP goals			
2.5a	Checking for Understanding (Formative Assessment)	Teacher efficiently and frequently uses a variety of Formative Assessments to constantly monitor student learning.	Teacher consistently uses a sampling of Formative Assessments to constantly monitor student learning.	Teacher occasionally uses a few Formative Assessments techniques to monitor student learning.	Teacher does not use Formative Assessment techniques to monitor student learning.
2.5b		Teacher frequently and consistently uses higher order thinking questions and/or scaffolded questions to push student thinking.	Teacher often uses higher order thinking questions to push student thinking.	Teacher sometimes but not consistently uses higher order thinking questions to push student thinking.	Teacher does not use higher order thinking questions to push student thinking.
2.5c		Teacher uses wait time effectively both after posing a question and before students think through a response.	Teacher sometimes uses wait time effectively both after posing a question and before students think through a response.	Teacher may not provide enough wait time after posting a question for students to think and respond before helping with an answer or moving forward with the content of the lesson.	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

2.5d		Teacher systematically assesses every student's mastery of the objective at the end of each lesson through formal and informal assessments.	Teacher assesses student mastery throughout each lesson and doesn't allow students to opt out of checks for understanding by cycling back to these students.	Teacher sometimes allows students to opt out of checks for understanding without cycling back to these students.	Teacher frequently allows students to opt out of checks for understanding without cycling back to these students.
2.6a	Classroom Procedures	Teacher has a prompt start and strong finish to class.	Teacher usually has a prompt start and strong finish to class.	Teacher may not have a prompt start or a strong finish to class.	Teacher does not have a prompt start and a strong finish to class.
2.6b		Teacher has established classroom routines that lead to efficient and effective use of class time.	Teacher uses classroom time efficiently and students follow established routines.	Teacher's classroom routines are not always evident causing a lack of flow in the classroom.	Teacher does not have clear routines or routines are poorly executed causing a lack of flow in the classroom.
2.7a	Alignment with School Culture	Teacher always enforces and emphasizes school rules and values.	Teacher often enforces and emphasizes school rules and values.	Teacher occasionally enforces and emphasizes school rules and values.	Teacher does not enforce and emphasize school rules and values.
2.7b		Teacher implements a multitude of effective management strategies so that few management problems arise.	Teacher implements several management strategies so that the class has minimal management problems.	Teacher implements management strategies but with mixed effectiveness. Student behaviors distract learning.	Teacher implements management strategies ineffectively and student learning is inhibited.
2.8a	Student Engagement	All (100%) students are on task.	Nearly all students (90%+) are on task.	Most (80%) students are on task.	Fewer than 80 % of students are on task.
2.8b		If a student moves off task, the teacher promptly	If a student moves off task, the teacher	If a student moves off task, the teacher	If a student moves off task, the teacher does

		addresses the student always using the least invasive form of intervention without disrupting the pace of instruction.	addresses the student using the least invasive form of intervention.	does not consistently use the least invasive form of intervention and/or the teacher does not always notice the off task behavior.	not use the least invasive form of intervention, and class time is wasted to refocus the class.
2.8c		Teacher effectively integrates technology by immersing students in learning through the student's own use of the technology device.	Teacher effectively uses technology as a tool to engage students in academic content on a regular basis.	Teacher rarely integrates technology as a tool to engage students in academic content.	Teacher never integrates technology as a tool to engage students in academic content.
2.9a	Relationships with Students	Teacher creates a classroom climate of caring by always addressing students in a respectful and positive manner.	Teacher creates a classroom climate of caring by addressing students in a respectful and positive manner.	Teacher does not consistently address students in a respectful and professional manner.	Teacher does not address students in a respectful and professional manner.
2.9b		Teacher always has positive relationships with students and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates he/she will not give up on students.	Teacher usually has positive relationships with students in support of learning.	Teacher fails to establish positive relationships with some students in support of learning.	Teacher has relationships with students that are inappropriate.
2.9c		Teacher always diffuses situations with students and/or knows when to involve school leaders.	Teacher usually diffuses situations with students and/or knows when to involve school leaders.	Teacher does not always diffuse situations with students, sometimes escalating problems. The teacher may be too reliant on or	Teacher is over-reliant on or does not involve school leaders at appropriate times.

			does not utilize school leaders.	

DOMAIN 3: LEADERSHIP

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1a	Relationships with Families	Teacher makes frequent and proactive communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes regular and sometimes pro-active communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes infrequent communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher does not make contact, including phone calls and face-to-face meetings, with parents.
3.1b		Teacher returns all communication from families in a timely manner and resolves parent concerns in a professional manner.	Teacher returns all communication from families in a timely manner.	Teacher does not consistently return all communication from families in a timely manner.	Teacher does not regularly return all communication from families.
3.2a	Relationships with Colleagues / School	Teacher relationships with colleagues are extremely positive, collaborative, considerate and helpful.	Teacher relationships with colleagues are positive and collaborative.	Teacher relationships with colleagues are uneven and/or collaboration is not consistently evident.	Teacher relationships with colleagues negatively affect the work environment and/or collaboration is not evident.

3.2b		Teacher assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Teacher regularly engages in professional exchange with colleagues.	Teacher occasionally engages in professional exchange with colleagues.	Teacher rarely engages in professional exchange with colleagues.
3.2c		Teacher exerts a positive influence on the staff.	Teacher has a positive and professional attitude.	Teacher can be negative about the school, job or students.	Teacher is negative about the school, job or students.
3.3a	Additional Contributions and Responsibilities	Teacher puts in extraordinary amount of time and effort to contribute to student and school success.	Teacher puts in sufficient time and effort to contribute to student and school success.	Teacher puts in some time and effort to contribute to student and school success.	Teacher puts in minimal time and effort to contribute to student and school success.
3.3b		Teacher independently assumes additional responsibilities when necessary and demonstrates leadership.	Teacher often assumes additional responsibilities when necessary – especially when asked.	Teacher rarely assumes additional responsibilities.	Teacher does not assume additional responsibilities.

3.4	Ability to Meet Deadlines	Teacher always meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher usually meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher inconsistently meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher consistently does not meet deadlines for lesson plans, progress reports, report cards and other district requirements.
3.5	Professional Development Participation and Implementation	Teacher regularly shares newly learned knowledge with others and leads professional development.	Teacher participates and attends all PLC and/or staff meetings when present at school.	Teacher sometimes arrives late or misses PLC and/or staff meetings.	Teacher often arrives late and misses PLC and/or staff meetings.
3.6a	Openness to Feedback	Teacher eagerly reflects upon and responds to feedback with openness and a great attitude.	Teacher reflects upon and responds to feedback with openness.	Teacher inconsistently reflects upon feedback or does not always have an open attitude.	Teacher does not reflect upon or respond to feedback with an open attitude.
3.6b		Teacher immediately implements feedback from administration.	Teacher implements feedback from administration.	Teacher does not implement feedback from administration in a timely or consistent manner.	Teacher does not implement feedback from administration.

DOMAIN 4: PROFESSIONALISM

Indicator		Does Not Meet Acceptable Standard of Professionalism
1	**Attendance**	Individual demonstrates a pattern of excessive sick and/or personal absences or a pattern (2 or more times) calling in after 6:00 A.M. when in need of a substitute teacher. Absences and late notices of absences have been addressed with the individual by the appropriate administrative staff.
2	**On-time Arrival**	Individual has demonstrated a pattern (2 or more times) of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policies and practices). Late arrivals have been documented and addressed with the individual by appropriate administrative staff.
3	**Policies and Procedures**	Individual demonstrates a pattern (2 or more times) of failing to follow state, corporation, and/or school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, submission of appropriate leave paperwork, completion of field trip paperwork in a timely manner, etc.). Failure to follow policies and procedures has been documented and addressed with the individual by the appropriate administrative staff.
4	**Respect**	Individual demonstrates a pattern (2 or more times) of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner (e.g. during parent conferences, at athletic/extra-curricular events, in the classroom, etc.). Disrespect has been documented and addressed with the individual by the appropriate administrative staff.

Rise Indiana School Counselor Rubric

Domain 1: Academic Achievement

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor consistently encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor generally provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
Guidance activities and materials are appropriate for all students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are appropriate for most students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests	The school counselor consistently guides most students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and	The school counselor generally guides many students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and	The school counselor rarely supports students in academic preparation essential for a wide

to goal setting and identification of postsecondary options consistent with students' interests and abilities.	interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	variety of post-secondary options.

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.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor encourages most students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor encourages many students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor explains the students' right to a safe and secure school environment; helps all students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor consistently explains the students' right to a safe and secure school environment; helps most students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor generally explains the students' right to a safe and secure school environment, helps many students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps few 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.

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2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor addresses the diverse needs of all students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor consistently addresses the diverse needs of most students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor generally addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor consistently takes a multicultural or diverse perspective into consideration when providing services to most students.	The school counselor provides services to many students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor rarely takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 3: Career Development & Professional Leadership

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor consistently helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor generally helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor helps all students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor generally helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always collaborates to analyze data, utilize research-based interventions and develop programming to assist all students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist most students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor generally collaborates to analyze data, utilize research-based interventions and develop programming to assist a few students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely analyzes data, utilizes research-based interventions or develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

3.5 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

3.6 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.

3.7 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

3.8 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.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

3.9 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

3.10 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.

Loogootee School
Librarian Evaluation Rubric

Domain 1: Purposeful Planning

1.1 Demonstrating Knowledge Of Literature And Current Trends In Library Practice And Information Technology

Highly Effective	Effective	Improvement Necessary	Ineffective
Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.*	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.*	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *- Librarian reads journals to learn about current trends.*	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.

1.2 Establishing And Successfully Implementing Goals For The School Library Program Appropriate To The Setting And The Students Served

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. *-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. *-The goal for the program is communicated with appropriate stakeholders.*	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. *- The goal for the program is established but not communicated with appropriate stakeholders.*	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.

1.3 Demonstrating Knowledge Of Resources, Both Within And Beyond The School And District

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

1.4 Developing And Implementing A Plan To Evaluate The Library Program

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. *- The librarian proactively responds to the evidence of the evaluation.*	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

1.5 Establishing A Culture For Investigation And Love Of Literature

Highly Effective	Effective	Improvement Necessary	Ineffective
In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.

1.6 Establishing And Maintaining Library Procedures

Highly Effective	Effective	Improvement Necessary	Ineffective
Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non- existent or inefficient, resulting in general confusion.

1.7 Organize Physical Space To Enable Smooth Flow

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

1.8 Maintaining And Extending The Library Collection In Accordance With The Schools' Needs And Within Budget Limitations

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done

by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.

is done in some consultation with teaching colleagues or patron needs in mind.

consultation with teaching colleagues or with patron needs in mind.

without consultation with teaching colleagues or with patron needs in mind.

Domain 2: Effective Instruction

2.1 Creating An Environment Conducive To Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. *For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. *- Content is clear, concise and well-organized* *- Librarian restates and rephrases instruction in multiple ways to*	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct *- Content occasionally lacks clarity and is not as well organized as it could be* *- Librarian may fail to restate or*	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. *-Librarian may deliver content that is factually incorrect* *- Explanations may be*

- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding
- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest
- Explanations spark student excitement and interest in the content
- Students participate in each others' learning of content through collaboration during the lesson
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level

increase understanding
- Librarian emphasizes key points or main ideas in content
- Librarian uses developmentally appropriate language and explanations
- Librarian implements relevant instructional strategies learned via professional development

rephrase instruction in multiple ways to increase understanding
- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways
- Explanations sometimes lack developmentally appropriate language
- Librarian does not always implement new and improved instructional strategies learned via professional development

unclear or incoherent and fail to build student understanding of key concepts
- Librarian continues with planned instruction, even when it is obvious that students are not understanding content
- Librarian does not emphasize main ideas, and students are often confused about content
- Librarian fails to use developmentally appropriate language

2.3 Engage Students In Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
Librarian is highly effective at engaging students in academic content.	Librarian is effective at engaging students in academic content.	Librarian needs improvement at engaging students in academic content.	Librarian is ineffective at engaging students in academic content.
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian provides ways to engage with content that*	*-More than 3/4 of students are actively engaged in content at all times and not off-task* *-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective*	*- Fewer than 3/4 of students are engaged in content and many are off- task* *- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content*	*- Fewer than 1/2 of students are engaged in content and many are off-task* *- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned*

Highly Effective	Effective	Improvement Necessary	Ineffective
significantly promotes student mastery of the objective *- Librarian provides differentiated ways of engaging with content specific to individual student needs* *- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do* *- Librarian effectively integrates technology as a tool to engage students in academic content*	*- Librarian sustains the attention of the class by maintaining a dynamic presence* *- Ways of engaging with content reflect different learning modalities or intelligences* *- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged* *- ELL and IEP students have the appropriate accommodations to be engaged in content* *- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)*	*- Librarian may miss opportunities to provide ways of differentiating content for student engagement* *- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective* *- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging*	*to the lesson objective or mastery of content* *- Librarian does not differentiate instruction to target different learning modalities* *- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students* *- ELL and IEP students are not provided with the necessary accommodations to engage in content*

2.4 Check For Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at checking for understanding. *For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* *- Librarian checks for understanding*	School librarian is effective at checking for understanding. *- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an*	School librarian needs improvement at checking for understanding. *- Librarian sometimes checks for understanding of content, but misses several key moments* *- Librarian mostly gets an accurate "pulse" of the class's*	School librarian is ineffective at checking for understanding. *- Librarian rarely or never checks for understanding of content, or misses nearly all key moments* *- Librarian rarely or never gets*

at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping tudents think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson

2.5 Modify Instruction As Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at modifying instruction as needed.	School librarian is effective at modifying instruction as needed.	School librarian needs improvement at modifying instruction as needed.	School librarian is ineffective at modifying instruction as needed.
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:	- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for	- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase	- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail

Highly Effective	Effective	Improvement Necessary	Ineffective
- Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	understanding for all students - Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re- explaining a concept), when student-driven techniques could have been more effective - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	to increase understanding for students - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

2.6 Maximize Instructional Time

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

2.7 Assisting Students In The Use Of Technology In The Media Center

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.

2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

2.9 Engaging Students In Enjoying Literature And In Learning Multiple Literacy Skills

Highly Effective	Effective	Improvement Necessary	Ineffective
Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: Leadership

3.1 Contribute To School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.

3.2 Collaborate With Peers

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

3.3 Establishing, Evaluating, And Maintaining Library Procedures In Regards To Staffing, Student Or Parent Volunteers

Highly Effective	Effective	Improvement Necessary	Ineffective
Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

3.4 Advocate For Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.

3.5 Preparing And Submitting Reports And Budgets

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late

3.6 Communicating With The Larger Community

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.

3.7 Participating In A Professional Community

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

3.8 Seek Professional Skills And Knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

2015 General Education Interventionist Rubric

Domain 1: Purposeful Planning and Preparation

1.01 Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	Displays knowledge of evidence-based practices related to the teaching assignment and/or specialty area.		
	Displays knowledge of performance levels of each student and plans for a variety of appropriate approaches to facilitate their learning.		
	Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching.		
	Develops plans reflecting an understanding of general education curriculum.		

1.02 Utilizes current and appropriate practices and procedures for screening procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Uses the RTI procedures to track student performance.	Administers, scores, analyzes and interprets results of screening protocols accurately.		
	Makes appropriate recommendations with regards to future testing.		
	Communicates results to parents, and other school professionals in a timely manner.		

1.03 Gathers information for appropriate planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Uses all pertinent screening information to plan appropriate instruction.	Gathers and utilizes anecdotal and/or informal assessment data to evaluate or plan.		
	Gathers and utilizes formal test data/academic information/RTI data to evaluate/plan.		
	Utilizes hearing/vision screening and/or other screening information for evaluation and planning purposes.		

1.04 Chooses appropriate evaluation instruments

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Supplements standardized measures with: -classroom observations -curriculum based activities -other educationally relevant measures that are aligned with academic standards.	Faithfully administers tests accurately and according to the directions outlined by the test.		
	Scores data from standardized assessment and other sources accurately.		
	Appropriately analyzes and interprets information from standardized assessment and other measures.		
	Determines the need for additional evaluation/diagnostic information.		

1.05 Plans Lessons appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Lesson plans are valuable and relevant, but also clearly articulate how lesson objectives establish high expectations, and relate to Indiana Standards.	Lesson objectives are valuable and relevant and represent an appropriate level of expectations and student understanding.		
Lesson planning clearly has demonstrated gradual progression from basic skills to more complex skills.	Lesson objectives are clear and permit viable methods of assessment.		
	Lesson objectives are suitable for diverse learner(s).		
	Lesson objectives take into account the varying learning needs of individual students.		

1.06 Prepares Coherent Instruction

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Learning activities are suitable to students and their learning goals.	Integrates all results Materials and resources support the learning goals and engage students in meaningful learning. There is knowledge of adaptation.		
Progression of activities in the instructional session follow an organized and systematic pattern.	Instruction has a clearly defined structure that activities are organized around.		
Materials and resources support the student learning goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	Time allocations are reasonable.		
Instruction establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations for the learning of all students.	Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.		

1.07 Assesses Student Learning for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's: Proposed approach to the assessment is congruent with the Instruction objectives, both in content and process. Assessment criteria and expectations are clear and have been clearly communicated to students. Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	The school professional's: Instruction objectives are assessed through the proposed plan. Assessment criteria and expectations are clear and have been clearly communicated to students. Assessment results are used to plan for individuals and groups of students.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

1.08 Prepares coherent instruction/therapy sessions

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's: Learning activities are suitable to students and their IEP goals. Progression of activities in the instructional/therapy session follow an organized and systematic pattern. Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials. Instruction/therapy session establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations for the learning of all students.	The school professional's: Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation. Instruction/Therapy session has a clearly defined structure that activities are organized around. Time allocations are reasonable. Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

1.09 Assesses student learning for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Proposed approach to the assessment is congruent with the Instruction/Therapy objectives, both in content and process.	Instruction/Therapy objectives are assessed through the proposed plan.		
Assessment criteria and expectations are clear and have been clearly communicated to students.	Assessment criteria and expectations are clear and have been clearly communicated to students.		
Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	Assessment results are used to plan for individuals and groups of students.		

Domain 2: Effective Instruction

2.01 Develop student understanding and mastery of lesson objectives

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

2.02 Demonstrate and Clearly Communicate Content Knowledge to Students

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

2.03 Engage students in academic content

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	3/4 or more of students are actively engaged in content at all times and not off-task	Fewer than 3/4 of students are engaged in content and many are off-task	Fewer than 1/2 of students are engaged in content and many are off-task
Teacher provides ways to engage with content that significantly promotes student mastery of the objective	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	Teacher may provide multiple ways of engaging students, but perhaps not	Teacher only provides one way of engaging with content OR teacher provides multiple ways of engaging students that are not aligned to the lesson objective or mastery of content
Teacher provides differentiated ways of engaging with content specific to individual student needs	Teacher attempts to provide differentiated ways of engaging with content specific to individual student needs	Teacher misses opportunities to provide ways of differentiating content for student engagement	Teacher does not differentiate instruction to target different learning modalities
The lesson progresses at an appropriate pace so that students are never disengaged, and students who	Ways of engaging with content reflect different learning modalities or intelligences	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes

		attempt to modify instruction for these students is limited or not always effective	no effort to adjust instruction for these students
finish early have something else meaningful to do			
Teacher effectively integrates technology as a tool to engage students in academic content	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content	ELL and IEP students are not provided with the necessary accommodations to engage in content
	ELL and IEP students have the appropriate accommodations to be engaged in content	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Students do not actively listen and are overtly disinterested in engaging
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)		

2.04 Check for Understanding

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher sometimes checks for understanding of content, but misses several key moments	Teacher rarely or never checks for understanding of content, or misses nearly all key moments
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)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	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	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
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	Teacher uses wait time effectively both after posing a question and before helping students think through a response	Teacher inconsistently provides enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer
	Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	Teacher allows students to "opt-out" of checks for understanding and does not cycle back to these students
	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)	Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments	Teacher rarely or never assesses for mastery at the end of the lesson

2.05 Modify Instruction As Needed

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Teacher anticipates student misunderstandings and preemptively addresses them	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	Teacher attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher responds to misunderstandings with effective scaffolding techniques even if first try is unsuccessful	Teacher primarily responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques
		Teacher persists in using the same group of techniques for responding to a misunderstanding, even when it is not succeeding	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

2.06 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Lesson is accessible and challenging to all students	Lesson is accessible and challenging to almost all students	Lesson is not always accessible or challenging for students	Lesson is not aligned with developmental level of students (may be too challenging or too easy)
Students are able to answer higher-level questions with meaningful responses	Teacher frequently develops higher-level understanding through effective questioning	Some questions used may not be effective in developing higher-level understanding (too complex or confusing)	Teacher rarely uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts
Students pose higher-level questions to the teacher and to each other	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding
Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again until mastery is demonstrated	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts

Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher sometimes encourages students to work hard, but does not persist in efforts to have students keep trying	Teacher does not encourage students to persist through difficult tasks

2.07 Maximize Instructional Time

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
	Students arrive on time and are aware of the consequences of arriving late (unexcused)	Some students consistently arrive late (unexcused) for class without consequences	Students frequently arrive late (unexcused) for class without consequences
	Class starts on time	Class consistently starts a few minutes late	Teacher frequently does not start class on time
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	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
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	There is more than a brief period of time when students are left without meaningful work to keep them engaged	There are significant periods of time in which students are not engaged in meaningful work
Students share responsibility for operations and routines and work well together to accomplish these tasks	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher may delegate lesson time inappropriately between parts of the lesson	Teacher wastes significant time between parts of the lesson due to classroom management
All students are on task and follow instructions of teacher without much prompting	Almost all students are on task and follow instructions of teacher without much prompting	Significant prompting from the teacher is necessary for students to follow instructions and remain on task	Even with significant prompting, students frequently do not follow directions and are off-task
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	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	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

2.08 Create Classroom Culture of Respect and Collaboration

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior
	Students are given opportunities to collaborate and support each other in the learning process	Students are given opportunities to collaborate, but are not always supportive of each other or need significant assistance from the teacher to work together	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher praises positive behavior OR enforces consequences for negative behavior, but not both	Teacher does not praise positive behavior
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Teacher focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher does not address negative behavior

2.09 Set High Expectations for Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Students demonstrate high academic expectations for themselves	Teacher sets high expectations for students of all levels	Teacher may set high expectations for some, but not others	Teacher does not set high expectations for students
Student comments and actions demonstrate that they are excited about their work and understand why it is important	Majority of students are invested in their work and value academic success as evidenced by their effort and quality of their work	Some students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments
Students participate in forming academic goals for themselves and analyzing their progress	Students participate in forming academic goals for themselves		
	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)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)	Students are afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers

	Teacher celebrates and praises academic work	Teacher praises the academic work of some, but not others	Teacher does not praise academic work or good behavior

Domain 3: Leadership and Professional Responsibilities

3.01 Maintains accurate records

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Provides service logs that are accurate and updated daily.	Maintains accurate information logs regarding service provision and student progress.		
Documents both Instruction/Therapy and Non-Instruction/Therapy information daily.	Maintains accurate records on Non-Instruction/Therapy information, including parent contacts.		
	Maintains caseload records and other information provided to schools and coop that are accurate and submitted in a timely manner.		

3.02 Provides appropriate supervision of others - May not be applicable to all staff evaluated through this rubric.

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Frequently evaluates the workload of the paraprofessional, behavior coach or assistant and initiates reassignment as indicated.	Expectations are clear and the paraprofessionals, behavior coaches or assistants are assigned for maximum productivity.		
Is creative and flexible in scheduling workloads for paraprofessionals, behavior coaches and/or assistants.	Paraprofessionals, behavior coaches or assistants are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented.		
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct.		

3.03 Communicates with families

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Provides frequent and quality information to parents as appropriate about the Instruction/Therapy program.	Communicates with parents about student's progress on a regular basis and establishes designated time to respond to parent concerns.		
Provides student's materials/examples to their families.	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		
Attempts frequent efforts to engage families in the Instruction/Therapy program are made.	Documents attempts to engage families in the Instruction/Therapy program.		
Seeks new strategies for engagement with student's family.			

3.04 Contributes to the school, district and/or co-op

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Takes initiative and provides leadership in promoting a productive and collegial climate.	Displays support and cooperation characterize relationships with colleagues.		
Volunteers to participate in school committees and/or projects, making a significant contribution by assuming a leadership role.	Upholds all of the policies and procedures of the assigned school.		
	Volunteers to participate in school or committees/projects, and actively participates.		
	Interpersonal conduct with colleagues and supervisors is cordial, collaborative and respectful.		

3.05 Communicates professionally

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Responds to communication and the processing of information within 24 hours on a routine basis.	Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.		
Presents communication that is handled with professionalism and sensitivity.	Responses to inquiries or requests are handled in a timely manner, usually within 48-hours.		

	Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.		
	Communication is clearly written and grammatically correct.		

3.06 Seeks professional growth and learning opportunities to advance own knowledge and skill

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Seeks out opportunities for professional development and applies new knowledge to students.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.		
Earns additional hours and advanced degrees.	Takes responsibility to obtain professional growth needed to maintain licensure.		
Initiates and leads important activities to contribute and enhance professional growth of others.	Informally or indirectly assists colleagues in addressing professional growth needs identified by supervisor.		
Volunteers to mentor or coach others providing meaningful guidance.			

3.07 Completes all case conference set-up responsibilities appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.	Students and/or case conference notices are entered appropriately into the IEP system prior to conference.		
	Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference.		
	Case conferences are set up prior to the expiration date of IEP.		

3.08 Meaningfully participates in case conferences

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Takes the lead when necessary to keep	Brings all appropriate records and		

case conference on track.	documents to case conference.		
Defuses contentious situations during the case conference.	Meaningfully, understandably and efficiently participates in the case conference.		
As chair, runs the meeting efficiently while allowing opportunity for all to participate.	Facilitates parent participation.		
	Assists with completing the IEP as needed.		
	When chairing case conference, follows agenda and all appropriate procedures; signatures collected as needed.		

3.09 Develops IEPS based on individual student needs and are completed using appropriate procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Volunteers to train and assist others in the use of the IEP system.	Goals are measurable and clearly written and based on present levels of performance.		
Volunteers to review and evaluate IEPs.	Services are aligned with goals.		
Provides IEPs that stand up during due process scrutiny.	IEPs recommend appropriate accommodations and their use is clearly defined.		
	Notes clearly and succinctly capture relevant discussions.		
	Components of the IIEP are accurately completed and the document meets the "stranger" test.		

3.10 Carries out all Due Process responsibilities - May not be applicable to all staff evaluated through this rubric.

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Documents and testimony clearly support the school's position if warranted.	Documents required for due process are submitted to Supervisor within required time frame.		
	Documents submitted for due process contain appropriate information.		
	Testimony is factual, clear and without bias.		

Loogootee Community Schools Athletic Director Rubric

HE   The Highly Effective level is reserved for truly outstanding leadership as described by very demanding criteria
E   The Effective level describes solid, expected professional performance.
NI   Needs Improvement indicates that performance has real deficiencies.
I   Performance at the Ineffective level is clearly unacceptable and needs to be changed immediately.

Domain 1: Professionalism

HE	E	NI	I		
___	___	___	___	1.1	Implements a written philosophy statement outlining the principles and educational goals of the athletic program. Considers the well-being of the entire student body as fundamental in all decisions and actions.
___	___	___	___	1.2	Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
___	___	___	___	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.
___	___	___	___	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.
___	___	___	___	1.5	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.
___	___	___	___	1.6	Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.
___	___	___	___	1.7	Fulfills professional responsibilities with honesty and integrity and upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.
___	___	___	___	1.8	Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.
___	___	___	___	1.9	Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

Domain 2: Administrative Responsibilities

HE   E   NI   I

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

____   ____   ____   ____

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.

____   ____   ____   ____

2.3   Prepares and keeps a calendar of school athletic events and communicates this calendar and a list of activities to administration and coaches

____   ____   ____   ____

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

____   ____   ____   ____

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

____   ____   ____   ____

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

____   ____   ____   ____

2.7   Arranges school board approved transportation for athletic events.

____   ____   ____   ____

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

____   ____   ____   ____

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

____   ____   ____   ____

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

____   ____   ____   ____

2.11 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.

____   ____   ____   ____

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

____   ____   ____   ____

____ ____ ____ ____   2.13   Attends and serves as school liaison at athletic booster club meetings.

____ ____ ____ ____   2.14   Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.

____ ____ ____ ____   2.15   Evaluates the program, always seeking ways to improve interscholastic athletics.

____ ____ ____ ____   2.16   Prepares and obtains signed game contracts for schools and officials.

____ ____ ____ ____   2.17   Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

____ ____ ____ ____   2.18   Completes accurate financial records.

____ ____ ____ ____   2.19   Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

____ ____ ____ ____   2.20   Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

____ ____ ____ ____   2.21   Keeps informed of the rules and regulations of the total athletic program.

____ ____ ____ ____   2.22   Informs the administration about program directions, problems and achievements.

____ ____ ____ ____   2.23   Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.

____ ____ ____ ____   2.24   Performs other duties as the principal and/or district administrator may direct.

Domain 3: Sport Specific Duties

HE	E	NI	I		
____	____	____	____	3.1	Attends as many contests, meets and events as possible (home and away) and ensures events are properly supervised.
____	____	____	____	3.2	Examines all equipment and facilities before use.
____	____	____	____	3.3	Provides dressing rooms for visiting teams and game officials.
____	____	____	____	3.4	Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association; Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.
____	____	____	____	3.5	Evaluates each athlete's grades at the end of each grading period.
____	____	____	____	3.6	Secures parent consent cards, physical cards and medical forms from all participants.
____	____	____	____	3.7	Informs all coaches of all conference and state rules and regulations.
____	____	____	____	3.8	Supervises and observes coaching and maintains proper rapport with coaches.
____	____	____	____	3.9	Provides a system of evaluation and professional growth of coaches.
____	____	____	____	3.10	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 personnel, medical coverage.
____	____	____	____	3.11	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.
____	____	____	____	3.12	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.

3.13 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.

Evaluation Summary Page

Athletic Director's name: _____   School year: _____

Evaluator: _____   Position: _____

RATINGS ON INDIVIDUAL DOMAINS:

Domain 1: Professionalism	Highly Effective	Effective	Needs Improvement	Ineffective
Domain 2: Administrative Responsibilities	Highly Effective	Effective	Needs Improvement	Ineffective
Domain 3: Sport Specific Duties:	Highly Effective	Effective	Needs Improvement	Ineffective
OVERALL RATING:	Highly Effective	Effective	Needs Improvement	Ineffective

COMMENTS BY SUPERVISOR:

COMMENTS BY ATHLETIC DIRECTOR:

Evaluator's signature: _____   Date: _____

Athletic Director's signature: _____   Date: _____

(The Athletic Director's signature indicates that he or she has seen and discussed

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Domain 1: Teacher Effectiveness

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

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

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

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − 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.	**Principal uses staff placement to support instruction by:** − Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; − Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** − 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.	**Principal does not use staff placement to support instruction by:** − Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Staying in frequent communication with teachers on remediation plans to ensure necessary support; − Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** − Developing remediation plans with teachers rated as ineffective or in need of improvement; − Monitoring the success of remediation plans; − Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** − Occasionally monitoring the success of remediation plans; − Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal does not address teachers in need of improvement or ineffective by:** − Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; − Rarely or never monitoring the success of remediation plans; − Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal does not support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal does not support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal does not support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal does not support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships				
2.2.1 Culture of urgency	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** − Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; − Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** − Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; − Occasionally leading a pursuit of these expectations.	**Principal does not create an organizational culture of urgency by:** − Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; − Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2 Communication	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − To the extent possible, messaging key concepts in real time; − Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; − Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** − Messaging key concepts, such as the school's goals, needs, plans, success, and failures; − Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; − Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** − Messaging most, but not all, key concepts; − Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; − Utilizing a limited number of means and approaches to communication.	**Principal does not skillfully and clearly communicate by:** − Rarely or never messaging key concepts; − Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; − Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3 Forging consensus for change and improvement	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Guides others through change and addresses resistance to that change; − Monitors the success of strategies and revises based on strengths and weaknesses; − Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** − Using effective strategies to work toward a consensus for change and improvement; − Systematically managing and monitoring change processes; − Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** − Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; − Managing change and improvement processes without building systems and allies necessary to support the process; − Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal does not create a consensus for change and improvement by:** − Failing to identify areas in which agreement and/or consensus is necessary; − Rarely or never managing or developing a process for change and/or improvement; − Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				
2.3.1 High expectations	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; − Benchmarking expectations to the performance of the state's highest performing schools; − Creating systems and approaches to monitor the level of academic and behavior expectations; − Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** − Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; − Empowering students to set high and demanding expectations for themselves; − Ensuring that students are consistently learning, respectful, and on task; − Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; − Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** − Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; − Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal does not create or support high academic and behavior expectations by:** − Accepting poor academic performance and/or student behavior; − Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Academic rigor	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** − Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** − Creating academic goals that are nearing the rigor required to meet the school's academic goals; − Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal has not established academic rigor by:** − Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; − Consistently sets and abandons ambitious academic goals.
2.3.3 Data usage in teams	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Data used as basis of decision making is transparent and communicated to all stakeholders; − Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** − Orchestrating frequent and timely team collaboration for data analysis; − Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** − Occasionally supporting and/or orchestrating team collaboration for data analysis; − Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal does not utilize data by:** − Rarely or never organizing efforts to analyze data; − Rarely or never applying data analysis to develop action plans.

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	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on proficiencies and needs.**	The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	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.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	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.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered in formal and informal ways. 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. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. 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.	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.**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. 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.	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.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

	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.**	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. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	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.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. 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. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	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.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	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. The superintendent regularly surveys staff and other school community groups in this area regarding their views.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

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.**	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.				
4.1 **The superintendent demonstrates effective communication with parents and community.**	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.	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). 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. The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the superintendent.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2 **The superintendent forges consensus for change and improvement throughout the school corporation.**	The superintendent uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	The superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.

	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.	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. The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	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.	The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members 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.	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. 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.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. 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.
5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	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.	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.

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	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.**	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	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.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the superintendent or based on what is popular.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The superintendent utilizes technology within his/her daily responsibilities.	The superintendent has mastered some, but not all, software required for proficient performance. The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The superintendent has limited literacy with technology. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.

	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).**	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. 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. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. 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.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4	**The superintendent provides responsible fiscal stewardship.**	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
6.5	**The superintendent demonstrates compliance with legal requirements.**	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

Professional Development Plan Template

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s)		Subject(s):	
Date Developed:		Date Revised:	
Primary Evaluator Approval	X _____	*Teacher Approval*	X _____

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

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

Professional Growth Goal #3							
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency)*	**Action Steps:** *Include specific and measurable steps you will take to improve.*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans.) Also, include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement**
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Contribution Log

Name: _____ School:_____ School Year:_____

Date	**Event or Service** (e.g., conference presentation, mentoring)	**Contribution**	**Principal Signature**

	School and District Contribution Log	

Name: _____ School:_____ School Year:_____

Date	**Event** (e.g., committee meeting, open house)	**Contribution**

Professional Development Log

Name _____ School _____School Year _____

Date	Event (e.g., workshop, course)	Benefits Derives	How was the information shared with your colleagues?

Family Contact Log

Name _____ School _____ School Year _____

Date	Person Contacted	Type of Contact (person, phone, e-mail, newsletter, etc.)	Purpose	Outcome

Book	Policy Manual
Section	3000 Professional Staff
Title	TEACHER APPRECIATION GRANTS
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3220.01 - TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);

B. rated as Effective or Highly Effective on their most recent performance evaluation; and

C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is twenty-five percent (25%) more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

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Legal   I.C. 20-18-2-22

                               I.C. 20-28-1-7

                               I.C. 20-43-10-3.5

Loogootee Teacher Effectiveness Rubric

DOMAIN 1: PLANNING

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Objective Driven Instruction	Teacher supports instruction with a measurable objective that is both written and referenced often so that students are continually aware of what they are learning.	Teacher supports instruction with a measurable objective that is both written and stated to enhance student learning of the State Standards.	Teacher supports instruction with a measurable objective that is either written or stated and/or does not connect to the State Standard	Teacher does not support instruction with either a written or stated objective.
1.2a	Use of Resource Materials	Teacher supplements instruction with resource materials and media to enhance instruction.	Teacher uses resource materials to support the curriculum that enhance instruction.	Teacher uses resource materials to support the curriculum that are inconsistent with the objectives of the lesson.	Teacher rarely uses resource materials to support the curriculum and frequently covers topics that are not consistent with mandated curriculum.
1.2b		Teacher always has materials needed for effective instruction and student learning for every student.	Teacher usually has materials available to ensure students do not miss out on valuable instructional time.	Teacher sometimes does not provide needed materials for all students and valuable instructional time is missed.	Teacher does not provide needed materials for students and valuable instructional time is missed.

1.3	Classroom Assessments	Teacher creates or utilizes assessments first for backwards planning; utilizes data to support instruction; and implements assessments throughout the year that align with end-of-year summative assessment.	Teacher creates or utilizes assessments first for backwards planning and utilizes data to support instruction.	Teacher creates or utilizes assessments first for backwards planning.	Teacher does not utilize assessments.
1.4a	Lesson Planning	Lessons are highly detailed with objectives, standards, activities, and assessments, scripted questions, anticipated challenges, and interspersed checking for understanding	Lessons are detailed with objectives, standards, activities, and assessments, and interspersed checking for understanding.	Lessons have a basic outline of activities and are rarely interspersed checking for understanding.	Lessons are superficial and incomplete.
1.4b		All student materials are rigorous, error-free and conducive to high quality work.	Most student materials are rigorous, error-free and conducive to high quality work.	Student materials are inconsistently rigorous, error-free and conducive to high quality work.	Student materials consistently fail to meet more than one of the following criteria: rigor, error-free and conducive to high quality work.
1.5	Planning for Substitute Teachers	Teacher provides quality lesson plans / classroom information in sub folder for substitute teachers	Teacher provides adequate lesson plans / classroom information in sub folder for substitute teachers	Teacher provides incomplete plans / classroom information for substitute teachers	Teacher often does not leave plans / classroom information for substitute teachers

1.6	Timely Monitoring and Recording of Student Progress	Teacher records student progress in the electronic gradebook on a daily basis and returns student work and assessments promptly.	Teacher records student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and returns student work and assessments promptly.	Teacher does not record student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and/or does not return student work and assessments promptly.	Teacher is continually late in recording student progress in the electronic gradebook (by Monday 11:59 p.m.) and/or returning student work and assessments.
1.7a	Modification of Material for Students with Special Needs	Teacher always makes necessary curriculum modifications for students with special needs and communicates with the special education teacher.	Teacher always makes necessary curriculum modifications for students with special needs and usually communicates with the special education teacher.	Teacher usually makes necessary curriculum modifications for students with special needs and/or inconsistently communicates with the special education teacher.	Teacher inconsistently makes necessary curriculum modifications for students with special needs and/or does not communicate with the special education teacher.
1.7b		Teachers assumes responsibility for student achievement and seeks innovative ways to support them.	Teacher assumes responsibility for supporting these students.	Teacher does not always assume responsibility for supporting these students.	Teacher fails to assume responsibility for supporting these students.

DOMAIN 2: INSTRUCTION

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1a	Classroom Environment	Teacher creates and frequently updates bulletin boards and/or displays instructional and inspirational signage that supports student learning.	Teacher creates and maintains bulletin boards or displays instructional and inspirational signage that support student learning.	Teacher has limited use of bulletin boards and visual displays to support student learning.	Teacher has no bulletin boards or visual displays to support student learning.
2.1b		Teacher displays quality and updated student work. The classroom is well organized and neat.	Teacher has a classroom that is organized.	Teacher has a classroom that is somewhat disorganized or cluttered.	Teacher has a classroom that is disorganized or cluttered.
2.1c		Teacher always monitors student work and circulates to provide student assistance.	Teacher consistently monitors student work and circulates to provide student assistance.	Teacher is sometimes observed seated at desk early in observation before beginning to circulate to monitor student work.	Teacher is consistently observed seated at desk early in observation and rarely circulates to monitor student work.
2.2a	Use of Instructional Strategies	Teacher uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher is limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging.	Teacher may inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students.

| 2.2b | | Teacher always ensures student learning through | Teacher consistently ensures student learning through | Teacher inconsistently ensures student learning through | Teacher does not use modeling, guided practice and |

		modeling, guided practice and independent practice.	modeling, guided practice and independent practice.	modeling, guided practice and independent practice.	independent practice with any regularity.
2.3	Reaching the Range of Learners in a Classroom	Teacher uses differentiated classroom assignments in an exemplary manner to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher regularly uses differentiated classroom assignments to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher occasionally has differentiated individual assignments ranging from students who struggle through those who excel in the subject area.	Teacher does not use differentiated assignments to target different learners.
2.4a	Bell to Bell Teaching / Pace of Instruction	Teacher's classroom time is considered valuable and is used in a highly efficient manner to support teaching and learning.	Teacher's classroom time is clearly for teaching and learning.	Teacher's classroom time is for teaching and learning, but some time is lost in casual conversation.	Teacher's classroom time is often used for non-instructional activities that don't support teaching and learning.
2.4b		Teacher's pace of instruction is always appropriate to students and subject matter.	Teacher's pace of instruction is usually appropriate to students and subject matter.	Teacher's pace of instruction is inconsistently appropriate to students and subject matter	Teacher's pace of instruction is not appropriate to students or subject matter.
2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.

2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.
2.5a	Checking for Understanding (Formative Assessment)	Teacher efficiently and frequently uses a variety of Formative Assessments to constantly monitor student learning.	Teacher consistently uses a sampling of Formative Assessments to constantly monitor student learning.	Teacher occasionally uses a few Formative Assessments techniques to monitor student learning.	Teacher does not use Formative Assessment techniques to monitor student learning.
2.5b		Teacher frequently and consistently uses higher order thinking questions and/or scaffolded questions to push student thinking.	Teacher often uses higher order thinking questions to push student thinking.	Teacher sometimes but not consistently uses higher order thinking questions to push student thinking.	Teacher does not use higher order thinking questions to push student thinking.
2.5c		Teacher uses wait time effectively both after posing a question and before students think through a response.	Teacher sometimes uses wait time effectively both after posing a question and before students think through a response.	Teacher may not provide enough wait time after posting a question for students to think and respond before helping with an answer or moving forward with the content of the lesson.	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

2.5d		Teacher systematically assesses every student's mastery of the objective at the end of each lesson through formal and informal assessments.	Teacher assesses student mastery throughout each lesson and doesn't allow students to opt out of checks for understanding by cycling back to these students.	Teacher sometimes allows students to opt out of checks for understanding without cycling back to these students.	Teacher frequently allows students to opt out of checks for understanding without cycling back to these students.
2.6a	Classroom Procedures	Teacher has a prompt start and strong finish to class.	Teacher usually has a prompt start and strong finish to class.	Teacher may not have a prompt start or a strong finish to class.	Teacher does not have a prompt start and a strong finish to class.
2.6b		Teacher has established classroom routines that lead to efficient and effective use of class time.	Teacher uses classroom time efficiently and students follow established routines.	Teacher's classroom routines are not always evident causing a lack of flow in the classroom.	Teacher does not have clear routines or routines are poorly executed causing a lack of flow in the classroom.
2.7a	Alignment with School Culture	Teacher always enforces and emphasizes school rules and values.	Teacher often enforces and emphasizes school rules and values.	Teacher occasionally enforces and emphasizes school rules and values.	Teacher does not enforce and emphasize school rules and values.
2.7b		Teacher implements a multitude of effective management strategies so that few management problems arise.	Teacher implements several management strategies so that the class has minimal management problems.	Teacher implements management strategies but with mixed effectiveness. Student behaviors distract learning.	Teacher implements management strategies ineffectively and student learning is inhibited.
2.8a	Student Engagement	All (100%) students are on task.	Nearly all students (90%+) are on task.	Most (80%) students are on task.	Fewer than 80 % of students are on task.
2.8b		If a student moves off task, the teacher promptly	If a student moves off task, the teacher	If a student moves off task, the teacher does	If a student moves off task, the teacher does

		addresses the student always using the least invasive form of intervention without disrupting the pace of instruction.	addresses the student using the least invasive form of intervention.	not consistently use the least invasive form of intervention and/or the teacher does not always notice the off task behavior.	not use the least invasive form of intervention, and class time is wasted to refocus the class.
2.8c		Teacher effectively integrates technology by immersing students in learning through the student's own use of the technology device.	Teacher effectively uses technology as a tool to engage students in academic content on a regular basis.	Teacher rarely integrates technology as a tool to engage students in academic content.	Teacher never integrates technology as a tool to engage students in academic content.
2.9a	Relationships with Students	Teacher creates a classroom climate of caring by always addressing students in a respectful and positive manner.	Teacher creates a classroom climate of caring by addressing students in a respectful and positive manner.	Teacher does not consistently address students in a respectful and professional manner.	Teacher does not address students in a respectful and professional manner.
2.9b		Teacher always has positive relationships with students and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates he/she will not give up on students.	Teacher usually has positive relationships with students in support of learning.	Teacher fails to establish positive relationships with some students in support of learning.	Teacher has relationships with students that are inappropriate.
2.9c		Teacher always diffuses situations with students and/or knows when to involve school leaders.	Teacher usually diffuses situations with students and/or knows when to involve school leaders.	Teacher does not always diffuse situations with students, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.	Teacher is over-reliant on or does not involve school leaders at appropriate times.

DOMAIN 3: LEADERSHIP

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1a	Relationships with Families	Teacher makes frequent and proactive communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes regular and sometimes pro-active communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes infrequent communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher does not make contact, including phone calls and face-to-face meetings, with parents.
3.1b		Teacher returns all communication from families in a timely manner and resolves parent concerns in a professional manner.	Teacher returns all communication from families in a timely manner.	Teacher does not consistently return all communication from families in a timely manner.	Teacher does not regularly return all communication from families.
3.2a	Relationships with Colleagues / School	Teacher relationships with colleagues are extremely positive, collaborative, considerate and helpful.	Teacher relationships with colleagues are positive and collaborative.	Teacher relationships with colleagues are uneven and/or collaboration is not consistently evident.	Teacher relationships with colleagues negatively affect the work environment and/or collaboration is not evident.

3.2b		Teacher assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Teacher regularly engages in professional exchange with colleagues.	Teacher occasionally engages in professional exchange with colleagues.	Teacher rarely engages in professional exchange with colleagues.
3.2c		Teacher exerts a positive influence on the staff.	Teacher has a positive and professional attitude.	Teacher can be negative about the school, job or students.	Teacher is negative about the school, job or students.
3.3a	Additional Contributions and Responsibilities	Teacher puts in extraordinary amount of time and effort to contribute to student and school success.	Teacher puts in sufficient time and effort to contribute to student and school success.	Teacher puts in some time and effort to contribute to student and school success.	Teacher puts in minimal time and effort to contribute to student and school success.
3.3b		Teacher independently assumes additional responsibilities when necessary and demonstrates leadership.	Teacher often assumes additional responsibilities when necessary – especially when asked.	Teacher rarely assumes additional responsibilities.	Teacher does not assume additional responsibilities.

3.4	Ability to Meet Deadlines	Teacher always meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher usually meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher inconsistently meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher consistently does not meet deadlines for lesson plans, progress reports, report cards and other district requirements.
3.5	Professional Development Participation and Implementation	Teacher regularly shares newly learned knowledge with others and leads professional development.	Teacher participates and attends all PLC and/or staff meetings when present at school.	Teacher sometimes arrives late or misses PLC and/or staff meetings.	Teacher often arrives late and misses PLC and/or staff meetings.
3.6a	Openness to Feedback	Teacher eagerly reflects upon and responds to feedback with openness and a great attitude.	Teacher reflects upon and responds to feedback with openness.	Teacher inconsistently reflects upon feedback or does not always have an open attitude.	Teacher does not reflect upon or respond to feedback with an open attitude.
3.6b		Teacher immediately implements feedback from administration.	Teacher implements feedback from administration.	Teacher does not implement feedback from administration in a timely or consistent manner.	Teacher does not implement feedback from administration.

DOMAIN 4: PBL Implementation

	Effective (3)	**Ineffective (1)**
4.1	Implemented a minimum of one PBL unit	Did not implement one PBL unit

DOMAIN 5: PROFESSIONALISM

Indicator		Does Not Meet Acceptable Standard of Professionalism
1	**Attendance**	Individual demonstrates a pattern of excessive sick and/or personal absences or a pattern (2 or more times) calling in after 6:00 A.M. when in need of a substitute teacher. Absences and late notices of absences have been addressed with the individual by the appropriate administrative staff.
2	**On-time Arrival**	Individual has demonstrated a pattern (2 or more times) of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policies and practices). Late arrivals have been documented and addressed with the individual by appropriate administrative staff.
3	**Policies and Procedures**	Individual demonstrates a pattern (2 or more times) of failing to follow state, corporation, and/or school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, submission of appropriate leave paperwork, completion of field trip paperwork in a timely manner, etc.). Failure to follow policies and procedures has been documented and addressed with the individual by the appropriate administrative staff.
4	**Respect**	Individual demonstrates a pattern (2 or more times) of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner (e.g. during parent conferences, at athletic/extracurricular events, in the classroom, etc.). Disrespect has been documented and addressed with the individual by the appropriate administrative staff.

Loogootee Teacher Effectiveness Rubric: Special Education

DOMAIN 1: PLANNING

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Objective Driven Instruction	Teacher supports instruction with a measurable objective that is both written and referenced often so that students are continually aware of what they are learning.	Teacher supports instruction with a measurable objective that is both written and stated to enhance student learning of the State Standards.	Teacher supports instruction with a measurable objective that is either written or stated and/or does not connect to the State Standard	Teacher does not support instruction with either a written or stated objective.
1.2a	Use of Resource Materials	Teacher supplements instruction with resource materials and media to enhance instruction.	Teacher uses resource materials to support the curriculum that enhance instruction.	Teacher uses resource materials to support the curriculum that are inconsistent with the objectives of the lesson.	Teacher rarely uses resource materials to support the curriculum and frequently covers topics that are not consistent with mandated curriculum.
1.2b		Teacher always has materials needed for effective instruction and student learning for every student.	Teacher usually has materials available to ensure students do not miss out on valuable instructional time.	Teacher sometimes does not provide needed materials for all students and valuable instructional time is missed.	Teacher does not provide needed materials for students and valuable instructional time is missed.

1.3a	Classroom Assessments	Teacher creates or utilizes assessments first for backwards planning; utilizes data to support instruction; and implements assessments throughout the year that align with end-of-year summative assessment.	Teacher creates or utilizes assessments first for backwards planning and utilizes data to support instruction.	Teacher creates or utilizes assessments first for backwards planning.	Teacher does not utilize assessments.
1.3b		Use multiple assessments to determine PLOP.			
1.3c		Needs defined in PLOP are aligned to goals.			
1.4a	Lesson Planning	Lessons are highly detailed with objectives, standards, activities, and assessments, scripted questions, anticipated challenges, and interspersed checking for understanding	Lessons are detailed with objectives, standards, activities, and assessments, and interspersed checking for understanding.	Lessons have a basic outline of activities and are rarely interspersed checking for understanding.	Lessons are superficial and incomplete.
1.4b		All student materials are rigorous, error-free and conducive to high quality work.	Most student materials are rigorous, error-free and conducive to high quality work.	Student materials are inconsistently rigorous, error-free and conducive to high quality work.	Student materials consistently fail to meet more than one of the following criteria: rigor, error-free and conducive to high quality work.
1.4c		Evidence that the IEP is being implemented across all settings.			

1.5	Planning for Substitute Teachers	Teacher provides quality lesson plans / classroom information in sub folder for substitute teachers	Teacher provides adequate lesson plans / classroom information in sub folder for substitute teachers	Teacher provides incomplete plans / classroom information for substitute teachers	Teacher often does not leave plans / classroom information for substitute teachers
1.6a	Timely Monitoring and Recording of Student Progress	Teacher records student progress in the electronic gradebook on a daily basis and returns student work and assessments promptly.	Teacher records student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and returns student work and assessments promptly.	Teacher does not record student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and/or does not return student work and assessments promptly.	Teacher is continually late in recording student progress in the electronic gradebook (by Monday 11:59 p.m.) and/or returning student work and assessments.
1.6b		Services are implemented as identified in IEP			
1.7a	Modification of Material for Students with Special Needs	Teacher always makes necessary curriculum modifications for students with special needs and communicates with the special education teacher.	Teacher always makes necessary curriculum modifications for students with special needs and usually communicates with the special education teacher.	Teacher usually makes necessary curriculum modifications for students with special needs and/or inconsistently communicates with the special education teacher.	Teacher inconsistently makes necessary curriculum modifications for students with special needs and/or does not communicate with the special education teacher.

1.7b		Teachers assumes responsibility for student achievement and seeks innovative ways to support them.	Teacher assumes responsibility for supporting these students.	Teacher does not always assume responsibility for supporting these students.	Teacher fails to assume responsibility for supporting these students.
1.7c		IEP goals aligned to state standards			

DOMAIN 2: INSTRUCTION

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1a	Classroom Environment	Teacher creates and frequently updates bulletin boards and/or displays instructional and inspirational signage that supports student learning.	Teacher creates and maintains bulletin boards or displays instructional and inspirational signage that support student learning.	Teacher has limited use of bulletin boards and visual displays to support student learning.	Teacher has no bulletin boards or visual displays to support student learning.
2.1b		Teacher displays quality and updated student work. The classroom is well organized and neat.	Teacher has a classroom that is organized.	Teacher has a classroom that is somewhat disorganized or cluttered.	Teacher has a classroom that is disorganized or cluttered.
2.1c		Teacher always monitors student work and circulates to provide student assistance.	Teacher consistently monitors student work and circulates to provide student assistance.	Teacher is sometimes observed seated at desk early in observation before beginning to circulate to monitor student work.	Teacher is consistently observed seated at desk early in observation and rarely circulates to monitor student work.
2.2a	Use of Instructional Strategies	Teacher uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher is limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging.	Teacher may inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students.

2.2b		Teacher always ensures student learning through modeling, guided practice and independent practice.	Teacher consistently ensures student learning through modeling, guided practice and independent practice.	Teacher inconsistently ensures student learning through modeling, guided practice and independent practice.	Teacher does not use modeling, guided practice and independent practice with any regularity.
2.2c		Instruction based on IEP goals			
2.3	Reaching the Range of Learners in a Classroom	Teacher uses differentiated classroom assignments in an exemplary manner to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher regularly uses differentiated classroom assignments to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher occasionally has differentiated individual assignments ranging from students who struggle through those who excel in the subject area.	Teacher does not use differentiated assignments to target different learners.
2.4a	Bell to Bell Teaching / Pace of Instruction	Teacher's classroom time is considered valuable and is used in a highly efficient manner to support teaching and learning.	Teacher's classroom time is clearly for teaching and learning.	Teacher's classroom time is for teaching and learning, but some time is lost in casual conversation.	Teacher's classroom time is often used for non-instructional activities that don't support teaching and learning.
2.4b		Teacher's pace of instruction is always appropriate to students and subject matter.	Teacher's pace of instruction is usually appropriate to students and subject matter.	Teacher's pace of instruction is inconsistently appropriate to students and subject matter	Teacher's pace of instruction is not appropriate to students or subject matter.

2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.
2.4d		TOR Identifies relationship between lesson and IEP goals			
2.5a	Checking for Understanding (Formative Assessment)	Teacher efficiently and frequently uses a variety of Formative Assessments to constantly monitor student learning.	Teacher consistently uses a sampling of Formative Assessments to constantly monitor student learning.	Teacher occasionally uses a few Formative Assessments techniques to monitor student learning.	Teacher does not use Formative Assessment techniques to monitor student learning.
2.5b		Teacher frequently and consistently uses higher order thinking questions and/or scaffolded questions to push student thinking.	Teacher often uses higher order thinking questions to push student thinking.	Teacher sometimes but not consistently uses higher order thinking questions to push student thinking.	Teacher does not use higher order thinking questions to push student thinking.
2.5c		Teacher uses wait time effectively both after posing a question and before students think through a response.	Teacher sometimes uses wait time effectively both after posing a question and before students think through a response.	Teacher may not provide enough wait time after posting a question for students to think and respond before helping with an answer or moving forward with the content of the lesson.	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

2.5d		Teacher systematically assesses every student's mastery of the objective at the end of each lesson through formal and informal assessments.	Teacher assesses student mastery throughout each lesson and doesn't allow students to opt out of checks for understanding by cycling back to these students.	Teacher sometimes allows students to opt out of checks for understanding without cycling back to these students.	Teacher frequently allows students to opt out of checks for understanding without cycling back to these students.
2.6a	Classroom Procedures	Teacher has a prompt start and strong finish to class.	Teacher usually has a prompt start and strong finish to class.	Teacher may not have a prompt start or a strong finish to class.	Teacher does not have a prompt start and a strong finish to class.
2.6b		Teacher has established classroom routines that lead to efficient and effective use of class time.	Teacher uses classroom time efficiently and students follow established routines.	Teacher's classroom routines are not always evident causing a lack of flow in the classroom.	Teacher does not have clear routines or routines are poorly executed causing a lack of flow in the classroom.
2.7a	Alignment with School Culture	Teacher always enforces and emphasizes school rules and values.	Teacher often enforces and emphasizes school rules and values.	Teacher occasionally enforces and emphasizes school rules and values.	Teacher does not enforce and emphasize school rules and values.
2.7b		Teacher implements a multitude of effective management strategies so that few management problems arise.	Teacher implements several management strategies so that the class has minimal management problems.	Teacher implements management strategies but with mixed effectiveness. Student behaviors distract learning.	Teacher implements management strategies ineffectively and student learning is inhibited.
2.8a	Student Engagement	All (100%) students are on task.	Nearly all students (90%+) are on task.	Most (80%) students are on task.	Fewer than 80 % of students are on task.
2.8b		If a student moves off task, the teacher promptly	If a student moves off task, the teacher	If a student moves off task, the teacher	If a student moves off task, the teacher does

		addresses the student always using the least invasive form of intervention without disrupting the pace of instruction.	addresses the student using the least invasive form of intervention.	does not consistently use the least invasive form of intervention and/or the teacher does not always notice the off task behavior.	not use the least invasive form of intervention, and class time is wasted to refocus the class.
2.8c		Teacher effectively integrates technology by immersing students in learning through the student's own use of the technology device.	Teacher effectively uses technology as a tool to engage students in academic content on a regular basis.	Teacher rarely integrates technology as a tool to engage students in academic content.	Teacher never integrates technology as a tool to engage students in academic content.
2.9a	Relationships with Students	Teacher creates a classroom climate of caring by always addressing students in a respectful and positive manner.	Teacher creates a classroom climate of caring by addressing students in a respectful and positive manner.	Teacher does not consistently address students in a respectful and professional manner.	Teacher does not address students in a respectful and professional manner.
2.9b		Teacher always has positive relationships with students and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates he/she will not give up on students.	Teacher usually has positive relationships with students in support of learning.	Teacher fails to establish positive relationships with some students in support of learning.	Teacher has relationships with students that are inappropriate.
2.9c		Teacher always diffuses situations with students and/or knows when to involve school leaders.	Teacher usually diffuses situations with students and/or knows when to involve school leaders.	Teacher does not always diffuse situations with students, sometimes escalating problems. The teacher may be too reliant on or	Teacher is over-reliant on or does not involve school leaders at appropriate times.

			does not utilize school leaders.	

DOMAIN 3: LEADERSHIP

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1a	Relationships with Families	Teacher makes frequent and proactive communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes regular and sometimes pro-active communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes infrequent communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher does not make contact, including phone calls and face-to-face meetings, with parents.
3.1b		Teacher returns all communication from families in a timely manner and resolves parent concerns in a professional manner.	Teacher returns all communication from families in a timely manner.	Teacher does not consistently return all communication from families in a timely manner.	Teacher does not regularly return all communication from families.
3.2a	Relationships with Colleagues / School	Teacher relationships with colleagues are extremely positive, collaborative, considerate and helpful.	Teacher relationships with colleagues are positive and collaborative.	Teacher relationships with colleagues are uneven and/or collaboration is not consistently evident.	Teacher relationships with colleagues negatively affect the work environment and/or collaboration is not evident.

3.2b		Teacher assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Teacher regularly engages in professional exchange with colleagues.	Teacher occasionally engages in professional exchange with colleagues.	Teacher rarely engages in professional exchange with colleagues.
3.2c		Teacher exerts a positive influence on the staff.	Teacher has a positive and professional attitude.	Teacher can be negative about the school, job or students.	Teacher is negative about the school, job or students.
3.3a	Additional Contributions and Responsibilities	Teacher puts in extraordinary amount of time and effort to contribute to student and school success.	Teacher puts in sufficient time and effort to contribute to student and school success.	Teacher puts in some time and effort to contribute to student and school success.	Teacher puts in minimal time and effort to contribute to student and school success.
3.3b		Teacher independently assumes additional responsibilities when necessary and demonstrates leadership.	Teacher often assumes additional responsibilities when necessary – especially when asked.	Teacher rarely assumes additional responsibilities.	Teacher does not assume additional responsibilities.

3.4	Ability to Meet Deadlines	Teacher always meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher usually meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher inconsistently meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher consistently does not meet deadlines for lesson plans, progress reports, report cards and other district requirements.
3.5	Professional Development Participation and Implementation	Teacher regularly shares newly learned knowledge with others and leads professional development.	Teacher participates and attends all PLC and/or staff meetings when present at school.	Teacher sometimes arrives late or misses PLC and/or staff meetings.	Teacher often arrives late and misses PLC and/or staff meetings.
3.6a	Openness to Feedback	Teacher eagerly reflects upon and responds to feedback with openness and a great attitude.	Teacher reflects upon and responds to feedback with openness.	Teacher inconsistently reflects upon feedback or does not always have an open attitude.	Teacher does not reflect upon or respond to feedback with an open attitude.
3.6b		Teacher immediately implements feedback from administration.	Teacher implements feedback from administration.	Teacher does not implement feedback from administration in a timely or consistent manner.	Teacher does not implement feedback from administration.

DOMAIN 4: PROFESSIONALISM

Indicator		Does Not Meet Acceptable Standard of Professionalism
1	**Attendance**	Individual demonstrates a pattern of excessive sick and/or personal absences or a pattern (2 or more times) calling in after 6:00 A.M. when in need of a substitute teacher. Absences and late notices of absences have been addressed with the individual by the appropriate administrative staff.
2	**On-time Arrival**	Individual has demonstrated a pattern (2 or more times) of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policies and practices). Late arrivals have been documented and addressed with the individual by appropriate administrative staff.
3	**Policies and Procedures**	Individual demonstrates a pattern (2 or more times) of failing to follow state, corporation, and/or school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, submission of appropriate leave paperwork, completion of field trip paperwork in a timely manner, etc.). Failure to follow policies and procedures has been documented and addressed with the individual by the appropriate administrative staff.
4	**Respect**	Individual demonstrates a pattern (2 or more times) of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner (e.g. during parent conferences, at athletic/extra-curricular events, in the classroom, etc.). Disrespect has been documented and addressed with the individual by the appropriate administrative staff.

Rise Indiana School Counselor Rubric

Domain 1: Academic Achievement

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor consistently encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor generally provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
Guidance activities and materials are appropriate for all students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are appropriate for most students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests	The school counselor consistently guides most students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and	The school counselor generally guides many students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and	The school counselor rarely supports students in academic preparation essential for a wide

to goal setting and identification of postsecondary options consistent with students' interests and abilities.	interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	variety of post-secondary options.

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.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor encourages most students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor encourages many students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor explains the students' right to a safe and secure school environment; helps all students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor consistently explains the students' right to a safe and secure school environment; helps most students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor generally explains the students' right to a safe and secure school environment, helps many students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps few students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor addresses the diverse needs of all students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor consistently addresses the diverse needs of most students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor generally addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor consistently takes a multicultural or diverse perspective into consideration when providing services to most students.	The school counselor provides services to many students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor rarely takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 3: Career Development & Professional Leadership

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor consistently helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor generally helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor helps all students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor generally helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always collaborates to analyze data, utilize research-based interventions and develop programming to assist all students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist most students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor generally collaborates to analyze data, utilize research-based interventions and develop programming to assist a few students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely analyzes data, utilizes research-based interventions or develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

3.5 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

3.6 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.

3.7 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

3.8 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.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

3.9 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

3.10 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.

Loogootee School
Librarian Evaluation Rubric

Domain 1: Purposeful Planning

1.1 Demonstrating Knowledge Of Literature And Current Trends In Library Practice And Information Technology

Highly Effective	Effective	Improvement Necessary	Ineffective
Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.*	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.*	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *- Librarian reads journals to learn about current trends.*	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.

1.2 Establishing And Successfully Implementing Goals For The School Library Program Appropriate To The Setting And The Students Served

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. *-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. *-The goal for the program is communicated with appropriate stakeholders.*	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. *- The goal for the program is established but not communicated with appropriate stakeholders.*	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.

1.3 Demonstrating Knowledge Of Resources, Both Within And Beyond The School And District

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

1.4 Developing And Implementing A Plan To Evaluate The Library Program

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. *- The librarian proactively responds to the evidence of the evaluation.*	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

1.5 Establishing A Culture For Investigation And Love Of Literature

Highly Effective	Effective	Improvement Necessary	Ineffective
In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.

1.6 Establishing And Maintaining Library Procedures

Highly Effective	Effective	Improvement Necessary	Ineffective
Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non- existent or inefficient, resulting in general confusion.

1.7 Organize Physical Space To Enable Smooth Flow

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

1.8 Maintaining And Extending The Library Collection In Accordance With The Schools' Needs And Within Budget Limitations

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done

by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind. | is done in some consultation with teaching colleagues or patron needs in mind. | consultation with teaching colleagues or with patron needs in mind. | without consultation with teaching colleagues or with patron needs in mind.

Domain 2: Effective Instruction

2.1 Creating An Environment Conducive To Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct.	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:	*- Content is clear, concise and well-organized* *- Librarian restates and rephrases instruction in multiple ways to*	*- Content occasionally lacks clarity and is not as well organized as it could be* *- Librarian may fail to restate or*	*-Librarian may deliver content that is factually incorrect* *- Explanations may be*

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- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development	rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development	unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language

2.3 Engage Students In Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
Librarian is highly effective at engaging students in academic content.	Librarian is effective at engaging students in academic content.	Librarian needs improvement at engaging students in academic content.	Librarian is ineffective at engaging students in academic content.
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian provides ways to engage with content that*	*-More than 3/4 of students are actively engaged in content at all times and not off-task* *-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective*	*- Fewer than 3/4 of students are engaged in content and many are off- task* *- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content*	*- Fewer than 1/2 of students are engaged in content and many are off-task* *- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned*

significantly promotes student mastery of the objective
- Librarian provides differentiated ways of engaging with content specific to individual student needs
- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do
- Librarian effectively integrates technology as a tool to engage students in academic content

- Librarian sustains the attention of the class by maintaining a dynamic presence
- Ways of engaging with content reflect different learning modalities or intelligences
- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged
- ELL and IEP students have the appropriate accommodations to be engaged in content
- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)

- Librarian may miss opportunities to provide ways of differentiating content for student engagement
- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective
- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging

to the lesson objective or mastery of content
- Librarian does not differentiate instruction to target different learning modalities
- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students
- ELL and IEP students are not provided with the necessary accommodations to engage in content

2.4 Check For Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at checking for understanding.	School librarian is effective at checking for understanding.	School librarian needs improvement at checking for understanding.	School librarian is ineffective at checking for understanding.
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian checks for understanding*	*- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an*	*- Librarian sometimes checks for understanding of content, but misses several key moments* *- Librarian mostly gets an accurate "pulse" of the class's*	*- Librarian rarely or never checks for understanding of content, or misses nearly all key moments* *- Librarian rarely or never gets*

at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping tudents think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson

2.5 Modify Instruction As Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at modifying instruction as needed.	School librarian is effective at modifying instruction as needed.	School librarian needs improvement at modifying instruction as needed.	School librarian is ineffective at modifying instruction as needed.
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:	*- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for*	*- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase*	*- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail*

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Highly Effective	Effective	Improvement Necessary	Ineffective
- Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	understanding for all students - Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re- explaining a concept), when student-driven techniques could have been more effective - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	to increase understanding for students - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

2.6 Maximize Instructional Time

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

2.7 Assisting Students In The Use Of Technology In The Media Center

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.

2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

2.9 Engaging Students In Enjoying Literature And In Learning Multiple Literacy Skills

Highly Effective	Effective	Improvement Necessary	Ineffective
Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: Leadership

3.1 Contribute To School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.

3.2 Collaborate With Peers

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

3.3 Establishing, Evaluating, And Maintaining Library Procedures In Regards To Staffing, Student Or Parent Volunteers

Highly Effective	Effective	Improvement Necessary	Ineffective
Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

3.4 Advocate For Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.

3.5 Preparing And Submitting Reports And Budgets

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late

3.6 Communicating With The Larger Community

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.

3.7 Participating In A Professional Community

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

3.8 Seek Professional Skills And Knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

2015 General Education Interventionist Rubric

Domain 1: Purposeful Planning and Preparation

1.01 Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	Displays knowledge of evidence-based practices related to the teaching assignment and/or specialty area.		
	Displays knowledge of performance levels of each student and plans for a variety of appropriate approaches to facilitate their learning.		
	Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching.		
	Develops plans reflecting an understanding of general education curriculum.		

1.02 Utilizes current and appropriate practices and procedures for screening procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Uses the RTI procedures to track student performance.	Administers, scores, analyzes and interprets results of screening protocols accurately.		
	Makes appropriate recommendations with regards to future testing.		
	Communicates results to parents, and other school professionals in a timely manner.		

1.03 Gathers information for appropriate planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Uses all pertinent screening information to plan appropriate instruction.	Gathers and utilizes anecdotal and/or informal assessment data to evaluate or plan.		
	Gathers and utilizes formal test data/academic information/RTI data to evaluate/plan.		
	Utilizes hearing/vision screening and/or other screening information for evaluation and planning purposes.		

1.04 Chooses appropriate evaluation instruments

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Supplements standardized measures with: -classroom observations -curriculum based activities -other educationally relevant measures that are aligned with academic standards.	Faithfully administers tests accurately and according to the directions outlined by the test.		
	Scores data from standardized assessment and other sources accurately.		
	Appropriately analyzes and interprets information from standardized assessment and other measures.		
	Determines the need for additional evaluation/diagnostic information.		

1.05 Plans Lessons appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Lesson plans are valuable and relevant, but also clearly articulate how lesson objectives establish high expectations, and relate to Indiana Standards.	Lesson objectives are valuable and relevant and represent an appropriate level of expectations and student understanding.		
Lesson planning clearly has demonstrated gradual progression from basic skills to more complex skills.	Lesson objectives are clear and permit viable methods of assessment.		
	Lesson objectives are suitable for diverse learner(s).		
	Lesson objectives take into account the varying learning needs of individual students.		

1.06 Prepares Coherent Instruction

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Learning activities are suitable to students and their learning goals.	Integrates all results Materials and resources support the learning goals and engage students in meaningful learning. There is knowledge of adaptation.		
Progression of activities in the instructional session follow an organized and systematic pattern.	Instruction has a clearly defined structure that activities are organized around.		
Materials and resources support the student learning goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	Time allocations are reasonable.		
Instruction establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations for the learning of all students.	Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.		

1.07 Assesses Student Learning for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's: Proposed approach to the assessment is congruent with the Instruction objectives, both in content and process.	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
	Instruction objectives are assessed through the proposed plan.		
Assessment criteria and expectations are clear and have been clearly communicated to students.	Assessment criteria and expectations are clear and have been clearly communicated to students.		
Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	Assessment results are used to plan for individuals and groups of students.		

1.08 Prepares coherent instruction/therapy sessions

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's: Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Learning activities are suitable to students and their IEP goals.			
Progression of activities in the instructional/therapy session follow an organized and systematic pattern.	Instruction/Therapy session has a clearly defined structure that activities are organized around.		
Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	Time allocations are reasonable.		
Instruction/therapy session establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations for the learning of all students.	Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.		

1.09 Assesses student learning for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Proposed approach to the assessment is congruent with the Instruction/Therapy objectives, both in content and process.	Instruction/Therapy objectives are assessed through the proposed plan.		
Assessment criteria and expectations are clear and have been clearly communicated to students.	Assessment criteria and expectations are clear and have been clearly communicated to students.		
Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	Assessment results are used to plan for individuals and groups of students.		

Domain 2: Effective Instruction

2.01 Develop student understanding and mastery of lesson objectives

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

2.02 Demonstrate and Clearly Communicate Content Knowledge to Students

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

2.03 Engage students in academic content

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	3/4 or more of students are actively engaged in content at all times and not off-task	Fewer than 3/4 of students are engaged in content and many are off-task	Fewer than 1/2 of students are engaged in content and many are off-task
Teacher provides ways to engage with content that significantly promotes student mastery of the objective	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	Teacher may provide multiple ways of engaging students, but perhaps not	Teacher only provides one way of engaging with content OR teacher provides multiple ways of engaging students that are not aligned to the lesson objective or mastery of content
Teacher provides differentiated ways of engaging with content specific to individual student needs	Teacher attempts to provide differentiated ways of engaging with content specific to individual student needs	Teacher misses opportunities to provide ways of differentiating content for student engagement	Teacher does not differentiate instruction to target different learning modalities
The lesson progresses at an appropriate pace so that students are never disengaged, and students who	Ways of engaging with content reflect different learning modalities or intelligences	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes

finish early have something else meaningful to do		attempt to modify instruction for these students is limited or not always effective	no effort to adjust instruction for these students
Teacher effectively integrates technology as a tool to engage students in academic content	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content	ELL and IEP students are not provided with the necessary accommodations to engage in content
	ELL and IEP students have the appropriate accommodations to be engaged in content	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Students do not actively listen and are overtly disinterested in engaging
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)		

2.04 Check for Understanding

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher sometimes checks for understanding of content, but misses several key moments	Teacher rarely or never checks for understanding of content, or misses nearly all key moments
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)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	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	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
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	Teacher uses wait time effectively both after posing a question and before helping students think through a response	Teacher inconsistently provides enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer
	Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	Teacher allows students to "opt-out" of checks for understanding and does not cycle back to these students
	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)	Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments	Teacher rarely or never assesses for mastery at the end of the lesson

2.05 Modify Instruction As Needed

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Teacher anticipates student misunderstandings and preemptively addresses them	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	Teacher attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher responds to misunderstandings with effective scaffolding techniques even if first try is unsuccessful	Teacher primarily responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques
		Teacher persists in using the same group of techniques for responding to a misunderstanding, even when it is not succeeding	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

2.06 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Lesson is accessible and challenging to all students	Lesson is accessible and challenging to almost all students	Lesson is not always accessible or challenging for students	Lesson is not aligned with developmental level of students (may be too challenging or too easy)
Students are able to answer higher-level questions with meaningful responses	Teacher frequently develops higher-level understanding through effective questioning	Some questions used may not be effective in developing higher-level understanding (too complex or confusing)	Teacher rarely uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts
Students pose higher-level questions to the teacher and to each other	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding
Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again until mastery is demonstrated	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts

Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher sometimes encourages students to work hard, but does not persist in efforts to have students keep trying	Teacher does not encourage students to persist through difficult tasks

2.07 Maximize Instructional Time

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
	Students arrive on time and are aware of the consequences of arriving late (unexcused)	Some students consistently arrive late (unexcused) for class without consequences	Students frequently arrive late (unexcused) for class without consequences
	Class starts on time	Class consistently starts a few minutes late	Teacher frequently does not start class on time
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	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
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	There is more than a brief period of time when students are left without meaningful work to keep them engaged	There are significant periods of time in which students are not engaged in meaningful work
Students share responsibility for operations and routines and work well together to accomplish these tasks	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher may delegate lesson time inappropriately between parts of the lesson	Teacher wastes significant time between parts of the lesson due to classroom management
All students are on task and follow instructions of teacher without much prompting	Almost all students are on task and follow instructions of teacher without much prompting	Significant prompting from the teacher is necessary for students to follow instructions and remain on task	Even with significant prompting, students frequently do not follow directions and are off-task
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	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	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

2.08 Create Classroom Culture of Respect and Collaboration

Highly Effective	Effective	Needs Improvement	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior
	Students are given opportunities to collaborate and support each other in the learning process	Students are given opportunities to collaborate, but are not always supportive of each other or need significant assistance from the teacher to work together	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher praises positive behavior OR enforces consequences for negative behavior, but not both	Teacher does not praise positive behavior
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Teacher focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher does not address negative behavior

2.09 Set High Expectations for Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:			
Students demonstrate high academic expectations for themselves	Teacher sets high expectations for students of all levels	Teacher may set high expectations for some, but not others	Teacher does not set high expectations for students
Student comments and actions demonstrate that they are excited about their work and understand why it is important	Majority of students are invested in their work and value academic success as evidenced by their effort and quality of their work	Some students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments
Students participate in forming academic goals for themselves and analyzing their progress	Students participate in forming academic goals for themselves		
	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)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)	Students are afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers

	Teacher celebrates and praises academic work	Teacher praises the academic work of some, but not others	Teacher does not praise academic work or good behavior

Domain 3: Leadership and Professional Responsibilities

3.01 Maintains accurate records

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Provides service logs that are accurate and updated daily.	Maintains accurate information logs regarding service provision and student progress.		
Documents both Instruction/Therapy and Non-Instruction/Therapy information daily.	Maintains accurate records on Non-Instruction/Therapy information, including parent contacts.		
	Maintains caseload records and other information provided to schools and coop that are accurate and submitted in a timely manner.		

3.02 Provides appropriate supervision of others - May not be applicable to all staff evaluated through this rubric.

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Frequently evaluates the workload of the paraprofessional, behavior coach or assistant and initiates reassignment as indicated.	Expectations are clear and the paraprofessionals, behavior coaches or assistants are assigned for maximum productivity.		
Is creative and flexible in scheduling workloads for paraprofessionals, behavior coaches and/or assistants.	Paraprofessionals, behavior coaches or assistants are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented.		
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct.		

3.03 Communicates with families

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.

Provides frequent and quality information to parents as appropriate about the Instruction/Therapy program.	Communicates with parents about student's progress on a regular basis and establishes designated time to respond to parent concerns.		
Provides student's materials/examples to their families.	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		
Attempts frequent efforts to engage families in the Instruction/Therapy program are made.	Documents attempts to engage families in the Instruction/Therapy program.		
Seeks new strategies for engagement with student's family.			

3.04 Contributes to the school, district and/or co-op

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Takes initiative and provides leadership in promoting a productive and collegial climate.	Displays support and cooperation characterize relationships with colleagues.		
Volunteers to participate in school committees and/or projects, making a significant contribution by assuming a leadership role.	Upholds all of the policies and procedures of the assigned school.		
	Volunteers to participate in school or committees/projects, and actively participates.		
	Interpersonal conduct with colleagues and supervisors is cordial, collaborative and respectful.		

3.05 Communicates professionally

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Responds to communication and the processing of information within 24 hours on a routine basis.	Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.		
Presents communication that is handled with professionalism and sensitivity.	Responses to inquiries or requests are handled in a timely manner, usually within 48-hours.		

| | Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming. | | |
| | Communication is clearly written and grammatically correct. | | |

3.06 Seeks professional growth and learning opportunities to advance own knowledge and skill

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Seeks out opportunities for professional development and applies new knowledge to students.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.		
Earns additional hours and advanced degrees.	Takes responsibility to obtain professional growth needed to maintain licensure.		
Initiates and leads important activities to contribute and enhance professional growth of others.	Informally or indirectly assists colleagues in addressing professional growth needs identified by supervisor.		
Volunteers to mentor or coach others providing meaningful guidance.			

3.07 Completes all case conference set-up responsibilities appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.	Students and/or case conference notices are entered appropriately into the IEP system prior to conference.		
	Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference.		
	Case conferences are set up prior to the expiration date of IEP.		

3.08 Meaningfully participates in case conferences

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Takes the lead when necessary to keep	Brings all appropriate records and		

case conference on track.	documents to case conference.		
Defuses contentious situations during the case conference.	Meaningfully, understandably and efficiently participates in the case conference.		
As chair, runs the meeting efficiently while allowing opportunity for all to participate.	Facilitates parent participation.		
	Assists with completing the IEP as needed.		
	When chairing case conference, follows agenda and all appropriate procedures; signatures collected as needed.		

3.09 Develops IEPS based on individual student needs and are completed using appropriate procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Volunteers to train and assist others in the use of the IEP system.	Goals are measurable and clearly written and based on present levels of performance.		
Volunteers to review and evaluate IEPs.	Services are aligned with goals.		
Provides IEPs that stand up during due process scrutiny.	IEPs recommend appropriate accommodations and their use is clearly defined.		
	Notes clearly and succinctly capture relevant discussions.		
	Components of the IIEP are accurately completed and the document meets the "stranger" test.		

3.10 Carries out all Due Process responsibilities - May not be applicable to all staff evaluated through this rubric.

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's:	The school professional's:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
Documents and testimony clearly support the school's position if warranted.	Documents required for due process are submitted to Supervisor within required time frame.		
	Documents submitted for due process contain appropriate information.		
	Testimony is factual, clear and without bias.		

Loogootee Community Schools
Athletic Director Rubric

HE   The Highly Effective level is reserved for truly outstanding leadership as described by very demanding criteria
E   The Effective level describes solid, expected professional performance.
NI   Needs Improvement indicates that performance has real deficiencies.
I   Performance at the Ineffective level is clearly unacceptable and needs to be changed immediately.

Domain 1: Professionalism

HE	E	NI	I		
____	____	____	____	1.1	Implements a written philosophy statement outlining the principles and educational goals of the athletic program. Considers the well-being of the entire student body as fundamental in all decisions and actions.
____	____	____	____	1.2	Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
____	____	____	____	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.
____	____	____	____	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.
____	____	____	____	1.5	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.
____	____	____	____	1.6	Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.
____	____	____	____	1.7	Fulfills professional responsibilities with honesty and integrity and upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.
____	____	____	____	1.8	Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.
____	____	____	____	1.9	Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

Domain 2: Administrative Responsibilities

HE   E   NI   I

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

____ ____ ____ ____

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.

____ ____ ____ ____

2.3   Prepares and keeps a calendar of school athletic events and communicates this calendar and a list of activities to administration and coaches

____ ____ ____ ____

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

____ ____ ____ ____

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

____ ____ ____ ____

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

____ ____ ____ ____

2.7   Arranges school board approved transportation for athletic events.

____ ____ ____ ____

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

____ ____ ____ ____

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

____ ____ ____ ____

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

____ ____ ____ ____

2.11 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.

____ ____ ____ ____

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

____ ____ ____ ____ 2.13 Attends and serves as school liaison at athletic booster club meetings.

____ ____ ____ ____ 2.14 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.

____ ____ ____ ____ 2.15 Evaluates the program, always seeking ways to improve interscholastic athletics.

____ ____ ____ ____ 2.16 Prepares and obtains signed game contracts for schools and officials.

____ ____ ____ ____ 2.17 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

____ ____ ____ ____ 2.18 Completes accurate financial records.

____ ____ ____ ____ 2.19 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

____ ____ ____ ____ 2.20 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

____ ____ ____ ____ 2.21 Keeps informed of the rules and regulations of the total athletic program.

____ ____ ____ ____ 2.22 Informs the administration about program directions, problems and achievements.

____ ____ ____ ____ 2.23 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.

____ ____ ____ ____ 2.24 Performs other duties as the principal and/or district administrator may direct.

Domain 3: Sport Specific Duties

HE   E   NI   I

HE	E	NI	I		
____	____	____	____	3.1	Attends as many contests, meets and events as possible (home and away) and ensures events are properly supervised.
____	____	____	____	3.2	Examines all equipment and facilities before use.
____	____	____	____	3.3	Provides dressing rooms for visiting teams and game officials.
____	____	____	____	3.4	Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association; Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.
____	____	____	____	3.5	Evaluates each athlete's grades at the end of each grading period.
____	____	____	____	3.6	Secures parent consent cards, physical cards and medical forms from all participants.
____	____	____	____	3.7	Informs all coaches of all conference and state rules and regulations.
____	____	____	____	3.8	Supervises and observes coaching and maintains proper rapport with coaches.
____	____	____	____	3.9	Provides a system of evaluation and professional growth of coaches.
____	____	____	____	3.10	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 personnel, medical coverage.
____	____	____	____	3.11	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.
____	____	____	____	3.12	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.

3.13 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.

Evaluation Summary Page

Athletic Director's name: _____   School year: _____

Evaluator: _____   Position: _____

RATINGS ON INDIVIDUAL DOMAINS:

Domain 1: Professionalism	Highly Effective	Effective	Needs Improvement	Ineffective
Domain 2: Administrative Responsibilities	Highly Effective	Effective	Needs Improvement	Ineffective
Domain 3: Sport Specific Duties:	Highly Effective	Effective	Needs Improvement	Ineffective
OVERALL RATING:	Highly Effective	Effective	Needs Improvement	Ineffective

COMMENTS BY SUPERVISOR:

COMMENTS BY ATHLETIC DIRECTOR:

Evaluator's signature: _____   Date: _____

Athletic Director's signature: _____   Date: _____

(The Athletic Director's signature indicates that he or she has seen and discussed

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Domain 1: Teacher Effectiveness

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

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

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

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − 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.	**Principal uses staff placement to support instruction by:** − Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; − Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** − 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.	**Principal <u>does not</u> use staff placement to support instruction by:** − Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Staying in frequent communication with teachers on remediation plans to ensure necessary support; − Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** − Developing remediation plans with teachers rated as ineffective or in need of improvement; − Monitoring the success of remediation plans; − Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** − Occasionally monitoring the success of remediation plans; − Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** − Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; − Rarely or never monitoring the success of remediation plans; − Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal does not support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal does not support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning				
1.3.1 **Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal does not support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2 **Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3 **Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal does not support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships				
2.2.1 **Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** − Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; − Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** − Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; − Occasionally leading a pursuit of these expectations.	**Principal does not create an organizational culture of urgency by:** − Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; − Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2 **Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − To the extent possible, messaging key concepts in real time; − Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; − Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** − Messaging key concepts, such as the school's goals, needs, plans, success, and failures; − Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; − Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** − Messaging most, but not all, key concepts; − Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; − Utilizing a limited number of means and approaches to communication.	**Principal does not skillfully and clearly communicate by:** − Rarely or never messaging key concepts; − Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; − Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3 **Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Guides others through change and addresses resistance to that change; − Monitors the success of strategies and revises based on strengths and weaknesses; − Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** − Using effective strategies to work toward a consensus for change and improvement; − Systematically managing and monitoring change processes; − Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** − Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; − Managing change and improvement processes without building systems and allies necessary to support the process; − Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal does not create a consensus for change and improvement by:** − Failing to identify areas in which agreement and/or consensus is necessary; − Rarely or never managing or developing a process for change and/or improvement; − Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; − Benchmarking expectations to the performance of the state's highest performing schools; − Creating systems and approaches to monitor the level of academic and behavior expectations; − Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** − Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; − Empowering students to set high and demanding expectations for themselves; − Ensuring that students are consistently learning, respectful, and on task; − Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; − Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** − Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; − Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal does not create or support high academic and behavior expectations by:** − Accepting poor academic performance and/or student behavior; − Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** − Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** − Creating academic goals that are nearing the rigor required to meet the school's academic goals; − Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal has not established academic rigor by:** − Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; − Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Data used as basis of decision making is transparent and communicated to all stakeholders; − Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** − Orchestrating frequent and timely team collaboration for data analysis; − Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** − Occasionally supporting and/or orchestrating team collaboration for data analysis; − Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal does not utilize data by:** − Rarely or never organizing efforts to analyze data; − Rarely or never applying data analysis to develop action plans.

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	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on proficiencies and needs.**	The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	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.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	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.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered in formal and informal ways. 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. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. 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.	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.**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. 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.	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.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

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.**	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. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	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.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. 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. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	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.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	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. The superintendent regularly surveys staff and other school community groups in this area regarding their views.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

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.**	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.				
4.1 **The superintendent demonstrates effective communication with parents and community.**	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.	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). 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. The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the superintendent.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2 **The superintendent forges consensus for change and improvement throughout the school corporation.**	The superintendent uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	The superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.

	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.	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. The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	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.	The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members 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.	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. 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.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. 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.
5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	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.	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.

	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.

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	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.**	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	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.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the superintendent or based on what is popular.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The superintendent utilizes technology within his/her daily responsibilities.	The superintendent has mastered some, but not all, software required for proficient performance. The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The superintendent has limited literacy with technology. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.

ISBA/IAPSS – June 2012

	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).	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. 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. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. 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.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4	The superintendent provides responsible fiscal stewardship.	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

Professional Development Plan Template

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s)		Subject(s):	
Date Developed:		Date Revised:	
Primary Evaluator Approval	X _____	*Teacher Approval*	X _____

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

Professional Growth Goal #2

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

Professional Growth Goal #3						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency)*	**Action Steps:** *Include specific and measurable steps you will take to improve.*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans.) Also, include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement**
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Contribution Log

Name: _____ School:_____ School Year:_____

Date	Event or Service (e.g., conference presentation, mentoring)	Contribution	Principal Signature

School and District Contribution Log

Name: _____ School:_____ School Year:_____

Date	**Event** (e.g., committee meeting, open house)	**Contribution**

Professional Development Log

Name _____ School _____School Year _____

Date	Event (e.g., workshop, course)	Benefits Derives	How was the information shared with your colleagues?

Family Contact Log

Name _____ School _____ School Year _____

Date	Person Contacted	Type of Contact (person, phone, e-mail, newsletter, etc.)	Purpose	Outcome

Book	Policy Manual
Section	3000 Professional Staff
Title	TEACHER APPRECIATION GRANTS
Code	po3220.01
Status	Active
Adopted	July 20, 2017
Last Revised	August 16, 2018

3220.01 - TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);

B. rated as Effective or Highly Effective on their most recent performance evaluation; and

C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is twenty-five percent (25%) more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

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Legal   I.C. 20-18-2-22

                           I.C. 20-28-1-7

                           I.C. 20-43-10-3.5