Crawfordsville Community School Corporation
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Instructions:

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

Submission:

Each school corporation **must** submit its staff performance evaluation plan to IDOE via Jotform by Friday, September 15, 2023. Staff performance evaluation plans for all certified employees, including teachers and administrators, must be combined into a single document and submitted in PDF format via JotForm. Other formats will not upload. Please contact Rebecca Estes with questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before 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.	8

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	6-7
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	8, 11-71

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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	6, 8
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	8, 11-71
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	6, 11-71, 74-119

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*)	6-9, 11-73

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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	6-9, 50-56, 102-109

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)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	6-9, 21-29, 50-51, 77-80, 89-92, 120-122
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	6-9, 27-29, 72-73

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Designation in Rating Category			
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	7
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	6-9, 11-71
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	9, 52-56
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	6-9

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	6-9, 11-71
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	9

Evaluation Plan
2023-2024

Annual Evaluations

All certificated employees will have an annual performance evaluation. Teachers will be evaluated by an administrator or teacher trained in the modified RISE 3.0 Evaluation and Development System. Administrators and principals will be evaluated using the Modified Rise 3.0 Principal rubric by the Superintendent, Assistant Superintendent, and/or Director of Elementary Education. Assistant Principals will be evaluated using the Modified RISE Assistant Principal Rubric. RISE trained administrators will evaluate the district media specialist using the Five Star Pivot software with a rubric based on the Association of Indiana School Library Educators School Librarian Evaluation Rubric. RISE trained administrators will evaluate school counselors using the Five Star Pivot software with a rubric based on the Professional School Counselor Effectiveness Rubric, speech teachers using the RISE rubric for Speech, therapeutic specialists using the Therapeutic Specialist Rubric by Danielson, school nurses using the School Nurses Rubric by Danielson, school psychologists using the School Psychologist Professional Practice Rubric by the National Association of School Psychologists, and instructional specialists using the Instructional Specialists Rubric by Danielson. The Superintendent will evaluate the Assistant Superintendent and Director of Elementary Education. The CCSC School Board of Trustees will evaluate the Superintendent of Schools.

Objective Measures of Student Achievement and Growth

Objective measures of student achievement and/or growth will inform all certificated employees' evaluations. Scores from the Student Learning Objectives (SLO) that are developed along with a RISE trained administrator will be used by the evaluator. How these measures are weighted depends on the teacher's mix of classes and teaching assignment. All staff will be evaluated as "group 3" teachers. Developed SLOs will inform a teacher's Domain 1.2: Set ambitious and measurable achievement goals. Teachers in grades that have standardized assessments (IREAD, ILEARN, IAM, SAT) will write student learning objectives on math, language arts, or reading subjects. For teachers that do not have standardized assessments will use other assessments such as i-Ready or classroom based assessments that are aligned to district curriculum maps and essential standards.

Rigorous Measures of Effectiveness

Rigorous measures of effectiveness will be used for all certificated employees. The following rubrics allow detailed descriptions at each level of performance for each indicator have been selected: Teachers-RISE Evaluation and Development System; Principals-RISE Principal Metrics and Summative Scoring System; Assistant Principals-RISE Assistant Principal Metrics and Summative Scoring System; Superintendent-Indiana Superintendent Evaluation Process; Media Specialist-Association of Indiana School Library Educators School Librarian Evaluation Rubric; Counselors-Professional School Counselor Effectiveness Rubric; Speech Teachers-RISE Rubric for Speech; Nurses-School Nurses Rubric by Danielson; School Psychologists-School Psychologist Professional Practice Rubric by the National Association of School Psychologists; and Instructional Specialists-Instructional Specialists Rubric by Danielson.

All certificated staff members will also be evaluated using the Core Professionalism Rubric that illustrates minimum competencies expected in any profession. Certificated staff members are expected to meet standards related to attendance, on-time arrival, policies and procedures, and respect. Not adhering to these basic employment practices will affect the overall rating of the certificated staff member.

Designation in Rating Category

A summative rating as either highly effective, effective, improvement necessary, or ineffective will be used for all certificated employees. A simplified version of each performance level is defined as follows: Highly Effective - A certificated employee who consistently exceeds expectations; Effective - A certificated employee who consistently meets expectations; Improvement Necessary - A certificated employee who requires a change in performance before he/she meets expectations; Ineffective - A certificated employee who has failed to meet expectations. Staff members being evaluated with the Danielson rubrics will have four levels of performance with different labels: Distinguished = Highly Effective; Proficient = Effective; Basic = Improvement Necessary; and Unsatisfactory = Ineffective.

Summative scoring processes that yield placement into each performance category are outlined in the RISE document for teachers, principals, and the Indiana Superintendent Evaluation Process.

A final summative rating modification will be used if and when a teacher negatively affects student growth. If there is evidence that there is negative growth for students as illustrated in growth data, a teacher may not be scored as Highly Effective or Effective. This would occur during the final evaluation using IREAD, ILEARN, IAM, SAT, or Student Learning Objectives. The teacher will be placed on a Professional Development Plan. Benchmarks will be set for no more than 90 days and progress toward the goals will be checked by the RISE trained administrator as scheduled in the plan. Additional observations will be scheduled and all professional development will be linked to the rubric.

All evaluation components, including but not limited to student performance data and observation results will be factored into the final summative rating. Crawfordsville Community Schools is using the RISE Evaluation System for teachers and principals to determine the summative rating. Weights for Teacher Effectiveness Rubric and Student Learning Objectives will be used for teachers as designated by group. Administrators will evaluate tests and SLOs with each teacher. Teacher or department created assessments and SLOs will be on file in the principal's office. The Crawfordsville Community School Corporation uses Five-Star Evaluation as a computer program to track and manage observation and evaluation data. This program will also calculate the summative evaluation rating.

Evaluation Feedback

Recommendations for improvement and timeline in which improvement is expected will be provided to each certified employee. All certificated employees will each have two extended observations (Minimum 40 Minutes Each) and one short observation (Minimum 10 Minutes) as a minimum number of observations. New teachers and teachers on professional development and improvement plans will have additional extended and short observations beyond this minimum. Feedback from the short observations will be sent through the Five-Star Pivot computer program within five school days of the observation. Feedback from the extended observations will be sent through the Five-Star Pivot program within five school days, as well as scheduling a Post Observation Conference to discuss the observation and feedback. Teachers will be assigned a primary evaluator and a secondary evaluator. The primary evaluator will conduct all extended observations and the secondary evaluator will conduct all short observations. Additional observations may be conducted by either evaluator. Primary evaluators will hold a Beginning of the Year (BOY) conference with all certificated teachers and an End of the Year (EOY) conference with all certificated teachers. Certificated teachers will be provided with their Teacher Effectiveness Rubric (TER) rating at their End of the Year (EOY) conference.

Certificated teachers needing an improvement plan will work with the RISE trained administrator to set goals at the beginning of the school year. Professional development goals will be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Additional observations may be added for teachers needing improvement.

Evaluation Plan Discussion

The written evaluation plan was discussed with teachers and/or the exclusive representative for the teachers prior to being adopted by the school board in a public meeting. Evaluations under this plan did not begin until after it was approved by the school board.

Evaluators

Only individuals who have received training and support in evaluation skills may evaluate certificated employees. All evaluators have been trained in the RISE evaluation method.

Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years.

Feedback and Remediation Plans

All evaluated employees will receive completed observations and documented feedback within five business days from the completion of the observation. Remediation or improvement plans will be assigned to teachers rated as ineffective or improvement necessary at the beginning of the academic year if growth model data or test scores show a negative impact on students. This would occur during the final evaluation of IREAD, ILEARN, IAM, SAT, or Student Learning Objectives. The teacher showing negative growth or receiving an improvement necessary or ineffective rating will be placed on a Professional Development Plan. Teachers will work with the administrator to set professional development goals which will be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Benchmarks will be set for no more than 90 days and progress toward the goals will be checked by the administrator as scheduled in the plan. Additional observations will be scheduled to support the certificated teacher.

Remediation or improvement plans will include the use of employee's license renewal professional growth points. Principals will direct teachers on Professional Development Plans to specific staff development opportunities that tie to specific competencies in the rubric and can be used for license renewal professional growth points.

A teacher rated as ineffective can request a private conference with the superintendent by calling the superintendent's office and arranging a time to meet within five days of the end of the year conference with the principal.

Instruction Delivered by Teachers Rated Ineffective

The procedure established for avoiding situations in which a student would not be instructed for two consecutive years by two consecutive teachers rated as ineffective would include making sure that students that were in a classroom with an ineffective teacher be placed in a classroom with a teacher who had been classified as effective or highly effective the prior year. The school will review placement of students and assign different teachers at the beginning of each school year as necessary. If there is only one teacher for the course, being able to change teachers for one year may be unavoidable.

The procedures to communicate to parents when a student assignment to consecutive teachers rated as ineffective is unavoidable will be to send a letter to the parents outlining the steps the teacher is taking to improve and how the teacher will be monitored and supported.

Appendix

Resource	Page Number
RISE 3.0 Teacher Evaluation Handbook and Rubric	11
Student Learning Objectives	72
RISE 3.0 Principal Evaluation Handbook and Rubric	74
Superintendent Evaluation Rubric	120
Assistant Superintendent Evaluation Rubric	123
Director of Elementary Education Evaluation Rubric	125
RISE Assistant Principal Rubric	127
Media Specialist Rubric	150
School Counselor Rubric	161
Speech Rubric	173
Instructional Specialists Rubric	196

RISE

Evaluation Model

Evaluator and Teacher Handbook Version 3.0

Contents

Indiana's State Model on Teacher Evaluation

Background/Context

RISE was designed and revised to provide a quality system, aligned with current legislative requirements that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:
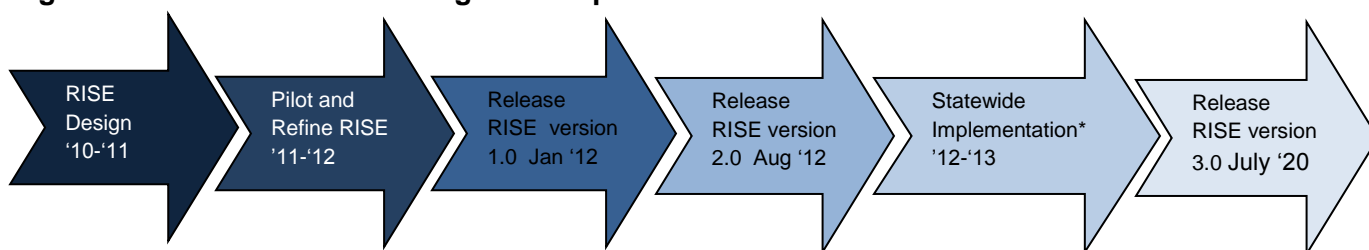
- **Nothing we can do for our students matters more than giving them effective teachers**. Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

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

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Legislature required statewide implementation of new or modified evaluation systems compliant with IC 20-28-11.5-4 by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot led to RISE 2.0, the refined model of the original system. House Enrolled Act (HEA) 1002 (2020) amended existing I.C. 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan. This legislative change led to the further refinement of the original system to create RISE 3.0.

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

Figure 1: Timeline for RISE design and implementation

RISE Design '10-'11	Pilot and Refine RISE '11-'12	Release RISE version 1.0 Jan '12	Release RISE version 2.0 Aug '12	Statewide Implementation* '12-'13	Release RISE version 3.0 July '20

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Indiana Code requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

Each teacher will receive a rating at the end of each 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.

- **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.

- **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.

- **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.

A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. While professional practice will be evaluated on the Indiana Teacher Effectiveness Rubric, corporations may also choose to incorporate additional components that fit local goals and context.

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

2. **Additional Components** – Current legislation allows for the following components to be used to inform teacher evaluations: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The 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.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, 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.

Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

Domain 3: Leadership

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four criteria:
- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

The Indiana Teacher Effectiveness Rubric

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

Observation of Teacher Practice: Questions and Answers for Teachers

How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of your extended observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

What is a secondary evaluator?

A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Do all teachers need to have both a primary and secondary evaluator?

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of two extended observations per year – at least one per semester.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

What is a short observation?

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

How many short observations will I have in a year?

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

Who is qualified to perform short observations?

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Will my formal and informal observations be scored?

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence

collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

What is a professional development plan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

If I have a professional development plan, what is the process for setting goals and assessing my progress?

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Teacher Effectiveness Rubric: Scoring

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. The difference between evidence and judgment is highlighted in the examples below.
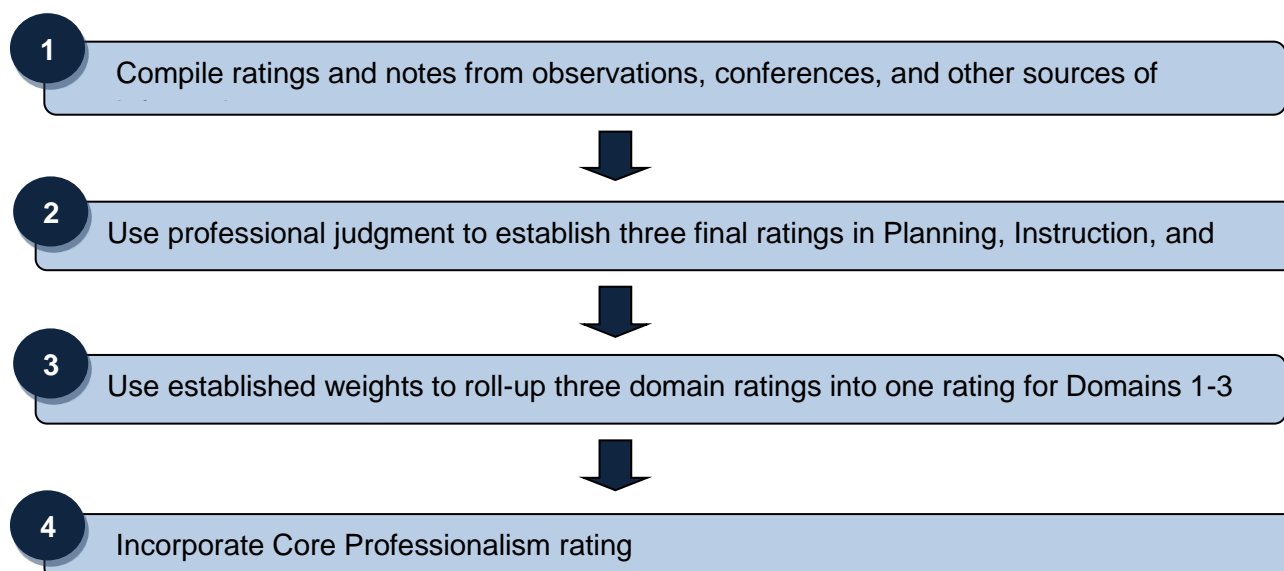
Figure 3: Evidence vs. Judgment

Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	The teacher doesn't do a good job of making sure students understand concepts.
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"	The teacher asks students a lot of engaging questions and stimulates good classroom discussion.

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. 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. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

Figure 4: Mapping Evidence to Indicators

Evidence	Indicator
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	Competency 2.4: Check for Understanding 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. (Ineffective)
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"	Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work Teacher frequently develops higher-level understanding through effective questioning. (Effective)

At the end of the year, 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

2 Use professional judgment to establish three final ratings in Planning, Instruction, and

3 Use established weights to roll-up three domain ratings into one rating for Domains 1-3

4 Incorporate Core Professionalism rating

Each step is described in detail below.

1 **Compile ratings and notes from observations, conferences, and other sources of information.**
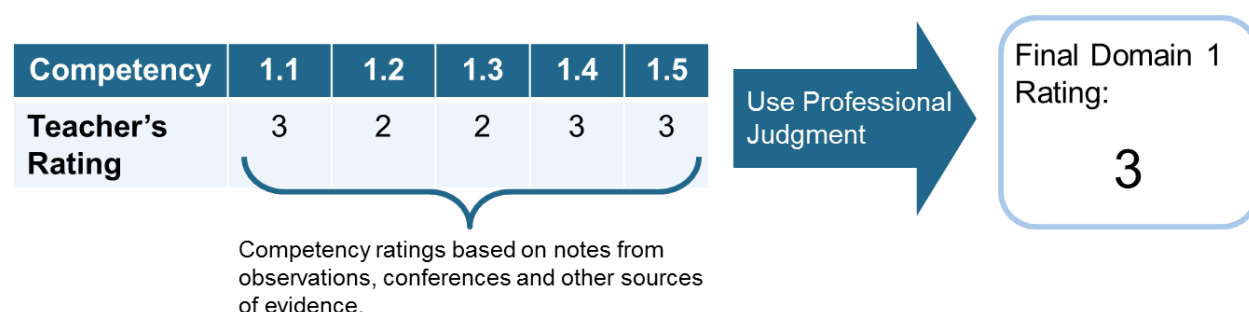
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information 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**

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. The figure below provides an example of this process for Domain 1.

Figure 5: Example of competency ratings for domain 1 and the final domain rating.

Competency	1.1	1.2	1.3	1.4	1.5		Final Domain 1 Rating:
Teacher's Rating	3	2	2	3	3	Use Professional Judgment	3

Competency ratings based on notes from observations, conferences and other sources of evidence.

At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3 **Use established weights to roll-up three domain ratings into one rating for domains 1-3**

At this point, each of the three final domain ratings is 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 weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		**2.25**

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

4 **Incorporate Core Professionalism**

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from any additional measured components in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

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

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

Component 2: Additional Components

Additional Components: Overview

A fair, accurate, and comprehensive picture of a teacher's performance may require incorporating additional components that fit local goals and context. While the model plan does not dictate which components a corporation uses to inform summative evaluations; current legislation allows for the following to be considered: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

Scoring of additional components are combined with the Teacher Evaluation Rubric scores in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

Summative Teacher Evaluation Scoring

Options for Weighting of Measures

The primary goal of providing multiple options for corporations to choose between is to allow for the measurement of additional components, in addition to professional practice, that fit local goals and context.

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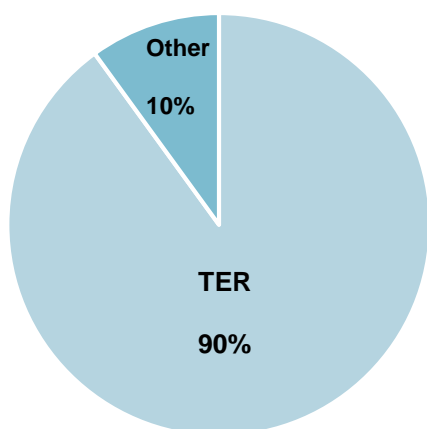
Option 2: Weighting Measures for districts evaluating professional practice without additional components.

Other 10%

TER 90%

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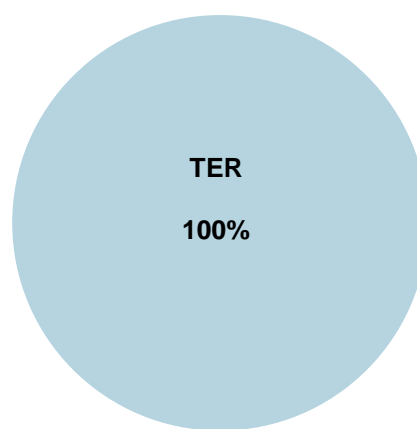
Compared across groups, the weighting looks as follows:

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

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from an Option 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 90%	= 2.34
Other Component	3	X 10%	= .30
Sum of the Weighted Scores			2.64

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

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

Note: Borderline points always round up.

The score of 2.64 maps to a rating of "Effective." Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B.

Negative Impact Modifier:
511 IAC 10-6-4(c) defines Negative Impact on student learning as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

For any educator determined to negatively impact student growth as defined, the summative evaluation rating shall not be Effective or Highly Effective and shall be adjusted to a Needs Improvement or Ineffective rating.

Glossary of RISE Terms

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

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

Competency: There are 19 competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

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

Extended Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

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

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

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

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

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

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

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines exactly as written are considered to be using the *RISE Evaluation and Development System*.

If a corporation chooses to make minor edits to the RISE system, the system must then be titled "(Corporation name) RISE," and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
    - Minimum number of short and extended observations
    - Minimum length for short and extended observations
    - Minimum requirements around feedback and conferencing
    - Use of the Teacher Effectiveness Rubric with all domains and competencies
    - Scoring weights for all Professional Practice domains, including Core Professionalism
    - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Summative Scoring
    - Use of Option 1 or Option 2 Weights assigned to components of the summative model

If a corporation chooses to deviate from <u>any</u> of the minimum requirements of the most recent version of RISE, the corporation may no longer use the name "RISE Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE."

Appendix B – Optional Observation and Conferencing Forms

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

Optional Observation Mapping Form 1 – By Competency

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

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

2.1 OBJECTIVE	
Evidence	**Indicator**

2.2 CONTENT	
Evidence	**Indicator**

2.3 ENGAGEMENT	
Evidence	**Indicator**

1.4 UNDERSTANDING	
Evidence	**Indicator**

2.5 MODIFY INSTRUCTION	
Evidence	**Indicator**

2.6 RIGOR	
Evidence	**Indicator**

2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	**Indicator**

2.8 CLASSROOM CULTURE	
Evidence	**Indicator**

2.9 HIGH EXPECTATIONS	
Evidence	**Indicator**

Overall Strengths:

Overall Areas for Improvement:

Optional Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____   OBSERVER: _____
TEACHER: _____   GRADE/SUBJECT: _____
DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,
In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Optional Post-Observation Form - Evaluators

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____   END

TIME: _____

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

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

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:
This section should be written by the teacher and evaluator during the post-conference.

Optional Post-Observation Form – Teacher

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____   END

TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _

_____

TEACHER: _____   GRADE/SUBJECT: _____
DATE: _____

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

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

Number if Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	**Meets Standards Does Not Meet Standards**

Optional Summative Rating Form

SCHOLL: _____   SUMMATIVE EVALUATOR: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	1.1: _____ 1.2: _____ 1.3: _____ 1.4: _____ 1.5: _____	
Final Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
Final Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	3.1: _____ 3.2: _____ 3.1: _____ 3.4: _____ 3.5: _____	
Final Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	
	Final Score for Domains 1-3:		

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

（RISE Evaluation Model logo at top right)

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	**Meets Standards**	**Does Not Meet Standards**

Final Teacher Effectiveness Rubric Score

Directions: If the teacher "Meets Standards" above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score: _____

Final Summative Rating (Option 1)

Option 1		
Measure	**Rating (1-4)**	**Weighted Rating**
Teacher Effectiveness Rubric		
Other Components		

Follow the following formula to calculate by hand:

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

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

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

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

Teacher Signature

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

Signature: _____ Date: _____

Evaluator Signature

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

Signature: _____ Date: _____

Final Summative Rating (Option 2)

Option 2		
Measure	**Rating (1-4)**	**Weighted Rating**
Teacher Effectiveness Rubric		

Follow the following formula to calculate by hand:

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

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

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

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

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

Signature: _____　　Date: _____

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

Signature: _____　　Date: _____

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. 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. On the following pages, complete the growth plan form for each goal.

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:** *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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

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

Appendix C – Indiana Teacher Effectiveness Rubric

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

RISE
Evaluation Model

Indiana Teacher Effectiveness Rubric 3.0

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** **-** Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans an <u>ambitious</u> annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** - Measurable **The goal may *not*:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	Create Objective-Driven Lesson Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not*:** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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

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

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

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: **-** Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles 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 sometimes checks for understanding of content, but misses several key moments - 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 may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -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 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 frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

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

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

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work**	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	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 - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	- Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations for Academic Success**	Teacher is highly effective at setting high expectations for academic success. *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher is effective at setting high expectations for academic success. - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	Teacher needs improvement at setting high expectations for academic success. - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	Teacher is ineffective at setting high expectations for student success. - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

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

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 **Contribute to School Culture**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 **Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may *not*:** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 **Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities **Teacher may *not*:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may *not:* - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may *not:* - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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

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

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

Crawfordsville Community School Corporation
ATHENIANS

Student Learning Objectives

Purpose

Developing student achievement goals assists in providing effective teaching and learning, as the result will be intentional instruction and intentional progress monitoring on essential skills and standards. Developing student learning objectives also provides clear goals and desired achievement levels for subjects and content areas that are not as naturally data-rich.

Defining

A student learning objective is a long-term academic goal that teachers and evaluators set for groups of students. Student learning objectives are:

- Specific and measurable based on rigorous assessments
- Based on prior student learning data
- Aligned to state standards with a prioritization on essential standards
- Based on student growth and achievement
    - Achievement is defined by mastery of subject or grade level standards and skills
    - Growth is defined as progression in acquiring skills for mastery of subject or grade level standards and skills

RISE Evaluation

Domain 1: Purposeful Planning
- 1.1: Achievement Goals, Utilize Assessment Data to Plan
- 1.2: Set Ambitious and Measurable Achievement Goals
- 1.3: Develop Standards-Based Unit Plans and Assessments - Based on Achievement Goals
- 1.4: Informal and Summative Assessments - Benchmarks
- 1.5: Track Student Data and Analyze Progress

[i-Ready Growth Model](#)

Student Learning Objective

Teacher Name			
Grade Level/Subject			
Approved Assessment			
Approved Mastery Level			
Student Levels of Preparedness	**High -**	**Medium -**	**Low -**
Student Learning Objective Rubric	**Highly Effective -** *Exceptional number of students achieve content mastery*	**Effective -** *Significant number of students achieve content mastery*	**Improvement Necessary -** *Less than significant number of students achieve content mastery*	**Ineffective -** *Few students achieve content mastery*
Student Learning Objective Defined				

Teacher Name	
Grade Level/Subject	
Approved Assessment	
Approved Mastery Level	Low -
Targeted Learning Objective	**Growth and/or Mastery Goal:**

RISE

Indiana DEPARTMENT OF EDUCATION

Evaluation Model

Evaluator and Principal Handbook Version 3.0

Contents

Indiana's State Model on Principal Evaluation

Background/Context

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

A meaningful principal evaluation system reflects a set of core convictions about leadership. From the beginning, IDOE sought to design a model evaluation system focused on effective leadership practice and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. The IDOE designed the RISE principal evaluation system based on four core beliefs about principal evaluation:

- **Principals matter.** There are two things that account for most of what schools contribute to increased student learning: teacher practice and principal practice. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.

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

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

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

Timeline for Development

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

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

Figure 1: Timeline for RISE design and implementation

| RISE Design '10-'11 | Pilot and Refine RISE '11-'12 | Release RISE Materials Jan. '12 | Release of revised RISE materials | Statewide Implementation * '12-'13 | Release RISE version 3.0 July '20 |
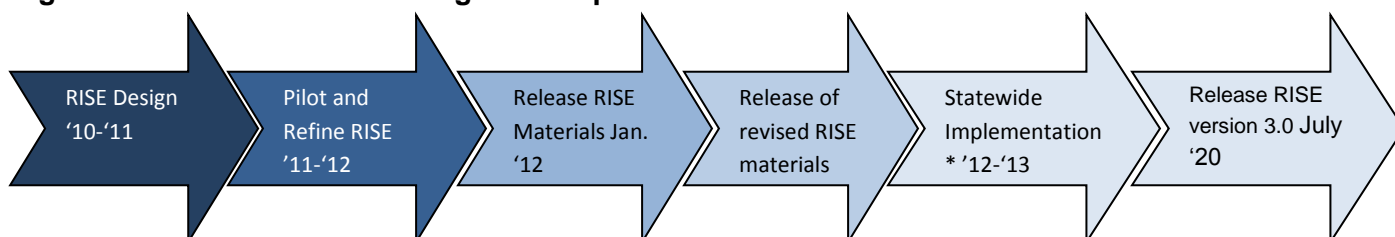
* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. The RISE model is an option and serves as a resource for corporations, but is not mandatory.

Performance Level Ratings

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

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

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

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

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

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

Overview of Components

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

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

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

Evaluation of Other Administrators

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

Timeline for Principal Evaluation

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

Figure 2: Sample Principal Evaluation Timeline

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Beginning of year conference	Required Direct Observation #1	Required Direct Observation #2	End of year conference
	Optional Observation	Optional Observation	Optional Observation
	Mid-year conference (optional)		
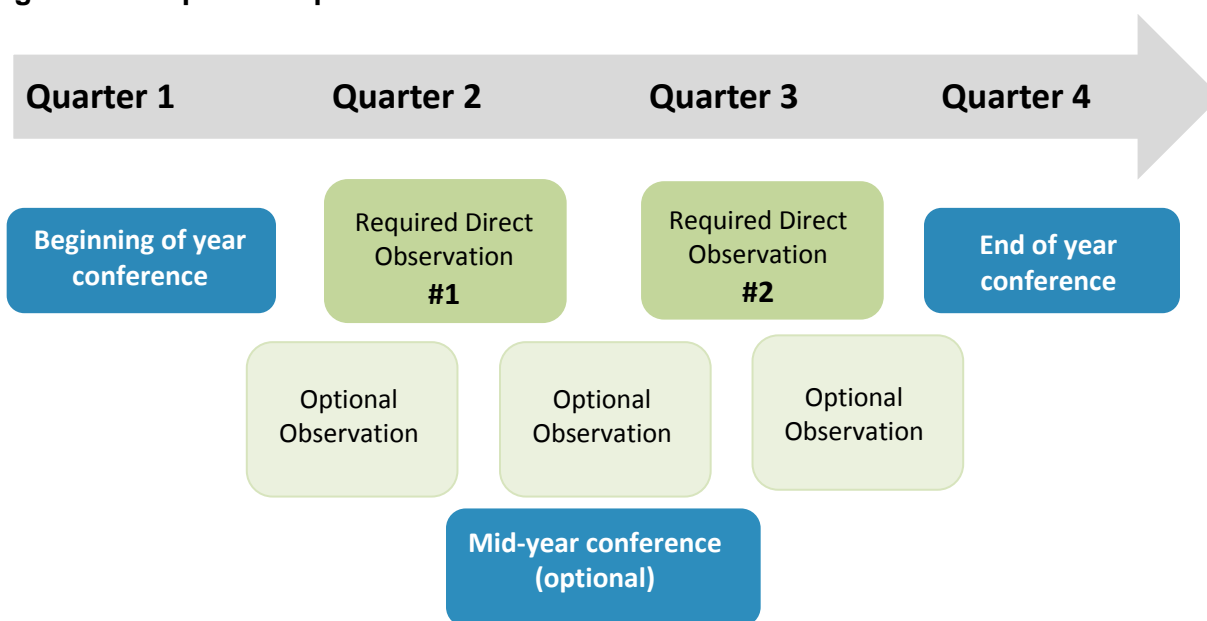
At the beginning of the year, the principal and evaluator meet for a **beginning-of-year conference**. This is an opportunity to discuss the principal's prior year performance and map out a plan for the year. Evaluators and principals should leave the conference with clarity on:

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

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

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

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

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

Component 1: Professional Practice

Indiana Principal Effectiveness Rubric: Background and Context

The Principal Effectiveness Rubric was developed for four key purposes:

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

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

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

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

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

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

Indiana Principal Effectiveness Rubric: Overview

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

Figure 3: Domains and Competencies

> **Domain 1: Teacher Effectiveness**
>
>   1.1 Human Capital Manger
>   1.2 Instructional Leadership
>   1.3 Leading Indicators of Student Learning

> **Domain 2: Instruction**
>
>   2.1 Personal Behavior
>   2.2 Building Relationships
>   2.3 Culture of Achievement
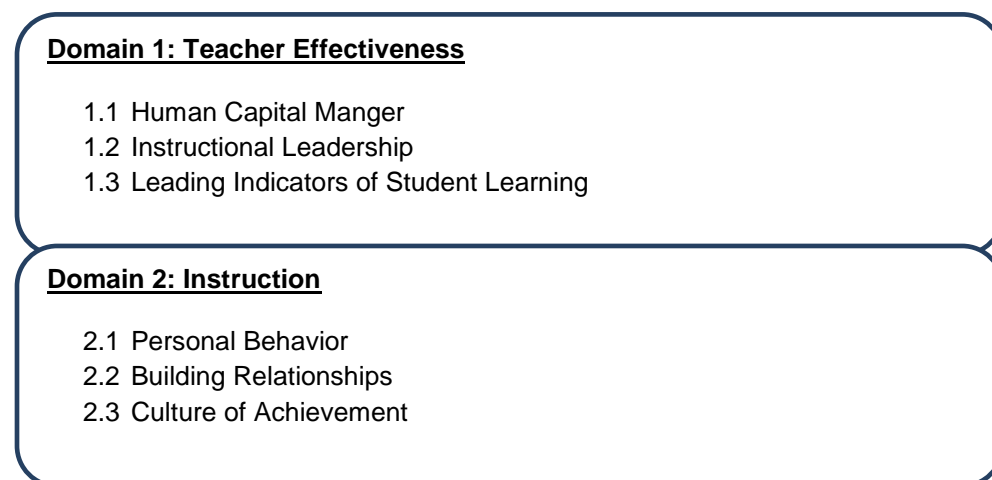
It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

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

The Indiana Principal Effectiveness Rubric

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

Collecting Evidence on Principal Practice

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

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

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

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

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

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

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

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

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

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

Figure 4: Principal Observation Requirements

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

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

Figure 5: Evidence vs. Judgment

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

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

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

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

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

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

Figure 6: Mapping Evidence to Indicators

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

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

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

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

Adjusting the Intensity of Evidence Collection

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

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

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

Principal Effectiveness Rubric: Scoring

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

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

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

The final principal effectiveness rating will be calculated by the evaluator in a four step process:
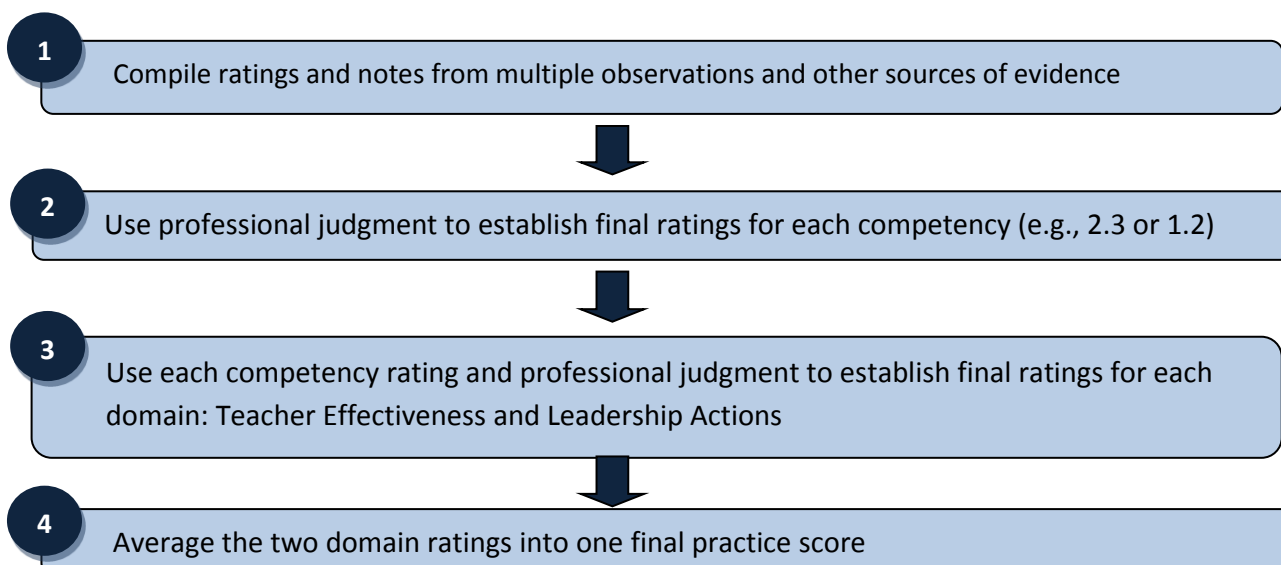
1   Compile ratings and notes from multiple observations and other sources of evidence

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

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

4   Average the two domain ratings into one final practice score

Each step is described in detail below.

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

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

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

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

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

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

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

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

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

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

(3 + 2) / 2 = 2.5

2.5 is the final rubric/professional practice score

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

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

Component 2: Additional Components

Additional Components: Overview

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

Summative Principal Evaluation Scoring

Review of Components

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

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

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

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

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

Weighting of Measures

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

Option 1

Option 2

PER 100%

Other 10%

PER 90%
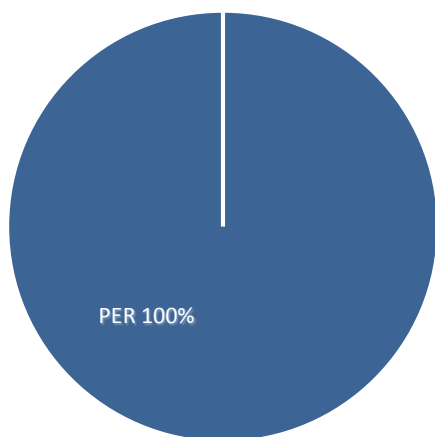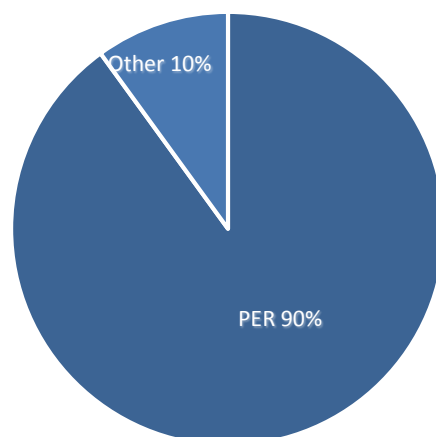
Below is an example of the weights applied for an Option 2 principal who

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

Example Summative Scoring Chart

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

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

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

Frequently Asked Questions

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

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

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

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

Glossary of RISE Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A – Allowable Modifications to RISE

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

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

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

Summative Scoring
- Weights assigned to components of the summative model

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

Appendix B – Optional Observation and Conferencing Forms

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

Optional Observation Mapping Form

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

SCHOOL: _____   OBSERVER: _____

PRINCIPAL: _____   OBSERVATION SETTING: _____

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

1.1 HUMAN CAPITAL MANAGER	
Evidence	**Indicator**

1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	**Indicator**

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

2.1 PERSONAL BEHAVIOR	
Evidence	**Indicator**

2.2 BUILDING RELATIONSHIPS	
Evidence	**Indicator**

2.3. CULTURE OF ACHIEVEMENT	
Evidence	**Indicator**

OVERALL STRENGTHS:	OVERALL AREAS OF IMPROVEMENT:

Optional Post-Observation Form - Evaluators

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

SCHOOL: _____   OBSERVER:_____
PRINCIPAL: _____   OBSERVATION SETTING:_____
DATE OF OBSERVATION: _____START TIME:_____   END TIME: _____

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

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

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

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

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

Optional Mid-Year Conference Form

SCHOOL: _____   EVALUATOR: _____ _____

PRINCIPAL: _____   DATE: _____

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

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

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

Optional Summative Rating Form

SCHOOL: _____   EVALUATOR: _____

PRINCIPAL: _____   DATE: _____

Principal Effectiveness Rubric Scoring

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

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

Option 2 Final Rating

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

Option 1 Final Rating

	Raw Score	x Weight	Score
Rubric Rating		1.00	
		Comprehensive Effectiveness Rating	

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

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

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

Principal Signature

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

Signature: _____ Date: _____

Evaluator Signature

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

Signature: _____ Date: _____

Optional Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

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

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

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

Professional Growth Goal #3

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

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

Appendix C – Indiana Principal Effectiveness Rubric

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

RISE

Indiana Principal Effectiveness Rubric

Evaluation Model

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

Domain 1: Teacher Effectiveness

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

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

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

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

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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)
		− Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	− Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; − Strategically assigning support staff to teachers and classes as necessary to support student achievement.	− Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	− Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Staying in frequent communication with teachers on remediation plans to ensure necessary support; − Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** − Developing remediation plans with teachers rated as ineffective or in need of improvement; − Monitoring the success of remediation plans; − Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** − Occasionally monitoring the success of remediation plans; − Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <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.

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 <u>does not</u> 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;	Principal supports the creation of Student Learning Objectives (SLOs) by: – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals;	Principal 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.

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

Domain 2: Leadership Actions

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Professionalism**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal <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 <u>does not</u> display initiative and persistence by:
– Rarely or never achieving expected goals;
– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;
– Rarely or never taking risks to support students in achieving results;
– Never seeking out potential partnerships. |

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

2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	Principal <u>does not</u> 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 <u>does not</u> 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 <u>has not</u> established academic rigor by: – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.

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

Crawfordsville Community School Corporation

Superintendent Evaluation

Please circle the number that best indicates your rating of the superintendent.

A. Relationship with the School Board

	Ineffective	Needs Improvement	Effective	Highly Effective
The superintendent keeps the board informed on issues, needs, and operations of the school corporation.	1	2	3	4
The superintendent provides the board with sound professional advice on items requiring board action.	1	2	3	4
The superintendent supports board policies.	1	2	3	4
The superintendent maintains a good working relationship with the board.	1	2	3	4
The superintendent answers board questions thoroughly.	1	2	3	4
The superintendent encourages board professional development.	1	2	3	4
The superintendent accepts board input and is responsive to board directions.	1	2	3	4

B. Relationship with the Community

	Ineffective	Needs Improvement	Effective	Highly Effective
The superintendent promotes a positive image of the school district.	1	2	3	4
The superintendent is an active member of the community.	1	2	3	4
The superintendent maintains an appropriate relationship with news media.	1	2	3	4
The superintendent seeks collaborative relationships with business, industry, government officials and agencies, and the teacher's association.	1	2	3	4
The superintendent ensures that the community has access to school information (i.e. website, social media, all-call system, etc.).	1	2	3	4

C. Educational and Instructional Leadership

	Ineffective	Needs Improvement	Effective	Highly Effective
The superintendent strives to create excellence in all district programs.	1	2	3	4
The superintendent uses data to drive instructional and curricular decisions.	1	2	3	4
The superintendent promotes an effective teaching environment.	1	2	3	4
The superintendent strives to build consensus for changes and improvements in instruction and curriculum.	1	2	3	4
The superintendent promotes a caring attitude towards students throughout the district.	1	2	3	4
The superintendent promotes the effective use of educational technology.	1	2	3	4
The superintendent delegates authority appropriately.	1	2	3	4

D. Personnel Management

	Ineffective	Needs Improvement	Effective	Highly Effective
The superintendent effectively recruits, hires, and assigns faculty and staff members.	1	2	3	4
The superintendent encourages teamwork and collegiality among faculty and staff members.	1	2	3	4
The superintendent provides rationale for decision-making when asked.	1	2	3	4
The superintendent maintains appropriate levels of confidentiality regarding personnel matters.	1	2	3	4
The superintendent treats personnel fairly and respectfully.	1	2	3	4

E. Organizational, Operational, and Resource Management

	Ineffective	Needs Improvement	Effective	Highly Effective
The superintendent provides responsible fiscal stewardship.	1	2	3	4
The superintendent identifies and analyzes strategies to maximize district financial resources.	1	2	3	4
The superintendent effectively creates and administers the annual school corporation budget.	1	2	3	4

The superintendent is actively involved in developing strategies to maintain and enhance the district's technology infrastructure.	1	2	3	4
The superintendent provides effective oversight of the district's facilities, transportation services, and food service operations.	1	2	3	4
The superintendent complies with legal requirements.	1	2	3	4

F. Personal Characteristics

	Ineffective	Needs Improvement	Effective	Highly Effective
The superintendent supports and maintains collegial relationships with the faculty and staff.	1	2	3	4
The superintendent maintains a high standard of honesty and integrity.	1	2	3	4
The superintendent has good listening skills.	1	2	3	4
The superintendent is approachable.	1	2	3	4
The superintendent is trustworthy.	1	2	3	4

Board President:

Date _____ Signature _____

Superintendent:

Date _____ Signature _____

Crawfordsville Community School Corporation
ATHENIANS

Assistant Superintendent Evaluation

1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective
Please circle the number that best indicates your rating of the Assistant Superintendent.

Relationship with the School Board	Rating
The Assistant Superintendent maintains a good working relationship with the board.	1 2 3 4
The assistant superintendent accepts board input and is responsive to board directions.	1 2 3 4
Relationship with the Superintendent	
The assistant superintendent maintains a good working relationship with the superintendent.	1 2 3 4
The assistant superintendent accepts the superintendent's input and is responsive to guidance and directions.	1 2 3 4
Relationship with the Community	
The assistant superintendent promotes a positive image of the school district.	1 2 3 4
The assistant superintendent is an active community member.	1 2 3 4
Educational and Instructional Leadership	
The assistant superintendent strives to create excellence in all district programs.	1 2 3 4
The assistant superintendent uses data to drive instructional and curricular decisions.	1 2 3 4
The assistant superintendent promotes an effective teaching environment.	1 2 3 4
The assistant superintendent strives to build consensus for changes and improvements in instruction and curriculum.	1 2 3 4
The assistant superintendent promotes a caring attitude toward students throughout the district.	1 2 3 4
The assistant superintendent promotes the effective use of educational technology.	1 2 3 4
Personnel Management	
The assistant superintendent encourages teamwork and collegiality among faculty and staff members.	1 2 3 4
The assistant superintendent provides a rationale for decision-making when asked.	1 2 3 4
The assistant superintendent maintains appropriate levels of confidentiality regarding personnel matters.	1 2 3 4
The assistant superintendent treats personnel fairly and respectfully.	1 2 3 4

Organizational, Operational, and Resource Management	
The assistant superintendent provides responsible fiscal stewardship.	1 2 3 4
The assistant superintendent identifies and analyzes strategies to maximize district financial resources.	1 2 3 4
The assistant superintendent actively develops strategies to maintain and enhance the district's technology infrastructure.	1 2 3 4
The assistant superintendent effectively oversees the district's facilities, transportation, and food service operations.:	1 2 3 4
The assistant superintendent complies with legal requirements.	1 2 3 4
Personal Characteristics	
The assistant superintendent supports and maintains collegial relationships with the faculty and staff.	1 2 3 4
The assistant superintendent maintains a high standard of honesty and integrity.	1 2 3 4
The assistant superintendent has good listening skills.	1 2 3 4
The assistant superintendent is approachable.	1 2 3 4
OVERAL SCORE	
$\geq$ 87.5 = Highly Effective $\geq$ 75 = Effective $\geq$ 62.5 = Improvement Necessary < 62.5 = Ineffective	

Additional Evaluator Comments

_____   _____

DATE   **DATE**

_____   _____

Superintendent SIGNATURE   **Assistant Superintendent SIGNATURE**

Employee's signature signifies evaluation has been discuss and employee has received a copy.
Employee may provide comments/statements to be attached to this evaluation.

Crawfordsville Community School Corporation
ATHENIANS

Director of Elementary Education Evaluation

1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective
Please circle the number that best indicates your rating of the Director of Elementary Education.

Relationship with the Superintendent	
The Director of Elementary Education maintains a good working relationship with the superintendent.	1 2 3 4
The Director of Elementary Education provides the Superintendent with sound professional advice for all PK-5 matters.	1 2 3 4
The Director of Elementary Education accepts the superintendent's input and is responsive to guidance and directions.	1 2 3 4
Educational and Instructional Leadership	
The Director of Elementary Education strives to create excellence in all PK-5 programs.	1 2 3 4
The Director of Elementary Education uses data to drive instructional and curricular decisions.	1 2 3 4
The Director of Elementary Education promotes an effective teaching environment.	1 2 3 4
The Director of Elementary Education strives to build consensus for changes and improvements in instruction and curriculum.	1 2 3 4
The Director of Elementary Education promotes a caring attitude toward students throughout the district.	1 2 3 4
The Director of Elementary Education promotes the effective use of educational technology.	1 2 3 4
Personnel Management	
The Director of Elementary Education encourages teamwork and collegiality among faculty and staff members.	1 2 3 4
The Director of Elementary Education provides a rationale for decision-making when asked.	1 2 3 4
The Director of Elementary Education maintains appropriate levels of confidentiality regarding personnel matters.	1 2 3 4
The Director of Elementary Education treats personnel fairly and respectfully.	1 2 3 4
Organizational, Operational, and Resource Management	
The Director of Elementary Education provides responsible fiscal stewardship.	1 2 3 4
The Director of Elementary Education identifies and analyzes strategies to maximize district financial resources.	1 2 3 4
The Director of Elementary Education complies with legal requirements.	1 2 3 4

Personal Characteristics	
The Director of Elementary Education supports and maintains collegial relationships with the faculty and staff.	1 2 3 4
The Director of Elementary Education maintains a high standard of honesty and integrity.	1 2 3 4
The Director of Elementary Education has good listening skills.	1 2 3 4
The Director of Elementary Education is approachable.	1 2 3 4
OVERAL SCORE	
$\geq$ 70 = Highly Effective $\geq$ 60 = Effective $\geq$ 50 = Improvement Necessary < 50 = Ineffective	

Additional Evaluator Comments

_____   _____

DATE   **DATE**

_____   _____

Superintendent SIGNATURE   **Director of Elementary Education SIGNATURE**

Employee's signature signifies evaluation has been discuss and employee has received a copy.
Employee may provide comments/statements to be attached to this evaluation.

RISE Assistant Principal

Teacher Leadership - 1. Mission & Vision   Number of Competencies: 2

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

1.1. Competency
Contributes to the achievement of the mission & vision

Highly Effective

In addition to Level 3, the assistant principal:

- Catalyzes commitment to and vigorous pursuit of the school's vision & mission

Effective

The assistant principal:

- Working through complex issues in ways that energize stakeholder commitment
- Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives
- Translates the vision and mission into daily school practices

Improvement Necessary

The assistant principal:

- Contributes individual capabilities to achieve essential objectives
- Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent

Ineffective

The assistant principal:

- Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision
- Exhibits actions or behaviors that negatively affect stakeholder commitment

1.2. Competency
Assists the principal in hiring, developing and retaining effective teachers

Highly Effective

In addition to Level 3, the assistant principal:

- Provides the student management and/or instructional support necessary to develop and retain effective early career teachers

Teacher Leadership - 1. Mission & Vision   Number of Competencies: 2

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

The assistant principal:

Effective

- Bases hiring recommendations primarily on the teacher's level of effectiveness
- Takes specific actions to facilitate the development and retention of effective staff members
- Aligns personnel recommendations with the vision and mission of the school

The assistant principal:

Improvement Necessary

- Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations
- Takes action steps that have a limited effective on the development and/or retention of effective teachers
- Occasionally aligns the school's vision/mission to hiring recommendations

The assistant principal:

Ineffective

- Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations
- Fails to take consistent steps to facilitate the development and/or retention of effective teachers
- Fails to align hiring recommendations to the mission and vision of the school

Leadership Actions - 1. Professional Leadership   Number of Competencies: 4

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

1.1. Competency
Effectively communicates

Highly Effective

In addition to Level 3, the assistant principal

- Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals
- Maintains high visibility, accessibility, and establishes strong lines of communication

Effective

The assistant principal:

- Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns
- Uses appropriate communication methods and media
- Maintains appropriate visibility and accessibility to staff

Improvement Necessary

The assistant principal:

- Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness
- Responds in an inconsistent manner to resolve expressed concerns

Ineffective

The assistant principal:

- Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience

1.2. Competency
Reflects on practice and continually learns

Highly Effective

In addition to Level 3, the assistant principal

- Promotes a culture of self-reflection and continuous improvement
- Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement

Effective

The assistant principal:

- Expresses willingness to learn and openly acknowledges areas for growth
- Learns from personal experiences and the actions/insights of others

Leadership Actions - 1. Professional Leadership   Number of Competencies: 4

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

- Establishes priorities and and achieves action plans focused on high-leverage leadership competencies

The assistant principal:

Improvement Necessary

- Expresses willingness to learn from others, but is reluctant to admit own short-comings
- Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.

The assistant principal:

Ineffective

- Resists changes to personal or leadership behaviors
- Fails to consistently achieve professional growth goals as outlined in professional growth plan

1.3. Competency Demonstrates resiliency and persistence

In addition to Level 3, the assistant principal

Highly Effective

- Engages staff and self in a continuous pursuit of professional growth and school improvement
- Anticipates problems and Confronts and solves problems that had yet to be successfully addressed

The assistant principal:

Effective

- Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals
- Identifies action steps and leverages available resources to confront difficult problems

The assistant principal:

Improvement Necessary

- Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals

Ineffective

The assistant principal:

- Reacts with visible frustration to challenging problems or setbacks

Leadership Actions - 1. Professional Leadership   Number of Competencies: 4

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

- Easily loses focus on improving student achievement

1.4. Competency
Monitors time and task management

Highly Effective

In addition to Level 3, the assistant principal:

- Prioritizes being an instructional leader above all else
- Is a model of punctuality and timeliness in discharging his/her professional responsibilities

The assistant principal:

Effective

- Consistently allocates the time and resources necessary to achieve ambitious goals
- Spends time on high leverage activities
- Delegates applicable responsibilities to other staff and helps them achieve success in these activities

The assistant principal:

Improvement Necessary

- Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions
- Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.

The assistant principal:

Ineffective

- Rarely protects time for instructional leadership priorities
- Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Optional - 1. Professional Development   Number of Competencies: 4

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

1.1. Competency
Oversees school-wide professional development

Highly Effective

In addition to Level 3, the assistant principal:

- Leverages teacher leaders to provide differentiated professional development opportunities based on individual need

Optional - 1. Professional Development   Number of Competencies: 4

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

		• Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement
	Effective	**The assistant principal:** • Uses student performance data and teacher evaluation results to develop a systemic plan for professional development • Assists the principal in providing teachers and administrative team members differentiated professional development opportunities • Monitors the impact of professional development on student learning and teacher effectiveness
	Improvement Necessary	**The assistant principal:** • Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results • Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness
	Ineffective	**The assistant principal:** • Fails to provide regular professional development opportunities aligned to the staff's learning needs
1.2. Competency Builds productive professional learning communities	Highly Effective	**In addition to Level 3, the assistant principal:** • Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement
	Effective	**The assistant principal:** • Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations • Assists teams in establishing priorities and developing ambitious and measurable goals

Optional - 1. Professional Development   Number of Competencies: 4

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

	• Provides each team with the resources/support necessary for them to achieve their goals
Improvement Necessary	**The assistant principal:** • Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations • Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability • Provides inconsistent support to teams
Ineffective	**The assistant principal:** • Places little emphasis on team composition • Fails to hold teams accountable for establishing clear goals • Provides little or no support to teams
1.3. Competency Addresses teachers rated ineffective or improvement necessary Highly Effective	**In addition to Level 3, the assistant principal** • Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan
Effective	**The assistant principal:** • Assists the principal with the development of a remediation plan for teachers that • Focuses on highest leverage teacher actions • Includes measurable goals and action steps • Contains a timeline and system to monitor implementation • Outlines consequences for failure to improve performance • Provides tools and the assistance/coaching necessary to improve performance • Where appropriate, recommends termination of underperforming teachers using performance-based evidence
Improvement Necessary	**The assistant principal:** • Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance • Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher

Optional - 1. Professional Development   Number of Competencies: 4

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

actions

		The assistant principal:
	Ineffective	• Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy, or
1.4. Competency Assists the principal with talent & leadership development	Highly Effective	**In addition to Level 3, the assistant principal:** • Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance
	Effective	**The assistant principal:** • Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers • Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles • Provides meaningful support to emerging leaders in new teacher leadership roles
	Improvement Necessary	**The assistant principal:** • Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success
	Ineffective	**The assistant principal:** • Bases talent management decisions on personal preference rather than available data or demonstrated ability • Fails to provide meaningful support to emerging leaders

Teacher Leadership - 2. Human Capital Management   Number of Competencies: 4

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

2.1. Competency Observes professional	Highly Effective	**In addition to Level 3, the assistant principal:**

Teacher Leadership - 2. Human Capital Management   Number of Competencies: 4

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

practice

- Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented
- Differentiates the number of observations based on observed levels of teacher effectiveness

Effective

The assistant principal:

- Examines prior performance and student achievement data to inform observations and walkthroughs
- Accurately categorizes observed instructional practice
- Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal

Improvement Necessary

The assistant principal:

- Frequently categorizes instructional practice inaccurately
- Conducts the minimum number of required observations, despite observed deficiencies in professional practice
- Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal

Ineffective

The assistant principal:

- Fails to conduct an adequate number of observations
- Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers

2.2. Competency
Provides actionable feedback

Highly Effective

In addition to Level 3, the assistant principal:

- Models desired actions or schedules opportunities for the teacher to learn from other teachers
- Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.

Effective

The assistant principal:

- Develops bite-sized action plans focused on the highest leverage teacher actions

Teacher Leadership - 2. Human Capital Management   Number of Competencies: 4

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

- Provides a clear directions for how to do the most important tasks well
- Frequently follows up to ensure feedback is implemented with fidelity

The assistant principal:

Improvement Necessary	- Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions - Leaves implementation of feedback to chance by failing to consistently follow-up

The assistant principal:

Ineffective	- Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether - Fails to develop action plans with teachers

2.3. Competency
Monitors student
performance

In addition to Level 3, the assistant principal:

Highly Effective	- Develop teachers' collective ability to positively impact student learning - Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs

The assistant principal:

Effective	- Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps - Collaboratively develops concrete action steps aligned with student and teacher needs - Frequently follows up to ensure action plans are implemented with fidelity

Improvement Necessary	**The assistant principal:**
	- Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers

Teacher Leadership - 2. Human Capital Management   Number of Competencies: 4

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

		• Allows teachers to establish action steps that lack clarity or alignment to performance data • Fails to frequently follow up to ensure proper implementation
		The assistant principal:
	Ineffective	• Primarily analyzes data only after statewide achievement tests are complete • Fails to identify action steps that are aligned with interim or classroom assessment data
2.4. Competency Demonstrates commitment to improve teacher performance	Highly Effective	In addition to Level 3, the assistant principal • Identifies and facilitates opportunities for teachers to share best practices • Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement
		The assistant principal:
	Effective	• Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors • Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies
		The assistant principal:
	Improvement Necessary	• Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors • Provides individual assistant/coaching that is infrequent
		The assistant principal:
	Ineffective	• Disregards the need for individualized assistance/coaching • Provides limited opportunities for teachers to engage in professional learning

Leadership Actions - 2. School Leadership   Number of Competencies: 4

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

2.1. Competency
Maintains a culture of excellence

Highly Effective

In addition to Level 3, the assistant principal:

- Instills the daily habits necessary to create a culture of excellence
- Is unwavering in maintaining high expectations for everyone

Effective

The assistant principal:

- Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning
- Provides students and staff the support, time, and structures necessary to be successful
- Celebrates the accomplishments of others and proactively resolves performance issues

Improvement Necessary

The assistant principal:

- Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture
- Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected

Ineffective

The assistant principal:

- Fails to take the initiative to identify and recognize the accomplishments of others
- Consistently ignores staff or student performance

2.2. Competency
Enhances teacher collaboration

Highly Effective

In addition to Level 3, the assistant principal:

- Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement

Effective

The assistant principal:

- Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school

Leadership Actions - 2. School Leadership   Number of Competencies: 4

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

- Holds collaborating teams accountable for achieving desired results

The assistant principal:

Improvement Necessary
- Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards

The assistant principal:

Ineffective
- Fails to provide teacher teams the support and/or resources necessary for to achieve desired results
- Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving

2.3. Competency
Supports a universal code of conduct

Highly Effective

In addition to Level 3, the assistant principal:
- Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors

The assistant principal:

Effective
- Coaches a culture of excellence through repeated practice and modeling of desired behaviors
- Consistently and fairly applies positive and negative consequences for behavior
- Promotes a predictable, safe learning environment through consistency of actions

The assistant principal:

Improvement Necessary
- Supports the maintenance of routines, procedures, and policies; but is primarily reactive
- Fails to consistently apply either positive and/or negative consequences for behavior

Ineffective

The assistant principal:
- Sends inconsistent messages about school policy
- Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

Leadership Actions - 2. School Leadership   Number of Competencies: 4

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

2.4. Competency.
Engage families and the community in student learning

Highly Effective — **In addition to Level 3, the assistant principal:**

- Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education
- Demonstrates leadership actions to build relationships between students and teachers

Effective

The assistant principal:

- Fosters partnerships with families, community agencies and/or the corporate sector
- Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs
- Assists the principal in securing cooperation from family and community members to support school improvement initiatives

Improvement Necessary

The assistant principal:

- Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning
- Inconsistently engages established parents

Ineffective

The assistant principal:

- Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Optional - 2. Curriculum & Instructional Leadership   Number of Competencies: 5

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

2.1. Competency
Oversees aligned curricula, instruction and assessments

Highly Effective — **In addition to Level 3, the assistant principal:**

- Uses common interim assessments to define the rigor of the academic program
- Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning

Effective

The assistant principal:

- Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas

Optional - 2. Curriculum & Instructional Leadership   Number of Competencies: 5

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

		• Facilitates inter grade level meetings to ensure vertical articulation of the curriculum • Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions
	Improvement Necessary	**The assistant principal:** • Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects • Utilizes some available interim assessments, but fails to implement interim assessments in all courses • Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process
	Ineffective	**The assistant principal:** • Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments • Resists revisions to the curriculum even when supported by student learning outcomes
2.2. Competency Supports the development and implementation of rigorous student learning objectives	Highly Effective	**In addition to Level 3, the assistant principal:** • Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs
	Effective	**The assistant principal:** • Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards • Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary
	Improvement Necessary	**The assistant principal:**

Optional - 2. Curriculum & Instructional Leadership   Number of Competencies: 5

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

		• Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. • Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies
		The assistant principal:
	Ineffective	1. Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.3. Competency Uses data to drive instruction		**In addition to Level 3, the assistant principal:**
	Highly Effective	• Develops teacher leaders' capacity to drive data-driven instruction and decision-making • Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement
		The assistant principal:
	Effective	• Ensures the availability of clear and intuitive data reports for teacher analysis • Orchestrates frequent and timely teacher team collaboration for data analysis • Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements
		The assistant principal:
	Improvement Necessary	• Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process
		The assistant principal:
	Ineffective	• Limits analysis of data to year-end autopsies • Inadequately supports staff's use of data to guide instruction

Optional - 2. Curriculum & Instructional Leadership   Number of Competencies: 5

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

2.4. Competency
Implements appropriate academic interventions

Highly Effective

In addition to Level 3, the assistant principal:

- Implements interventions that have a proven ability to increase student performance
- Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance

Effective

The assistant principal:

- Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals
- Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress
- Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals

Improvement Necessary

The assistant principal:

- Ensures school-level and classroom-level programs are in place to help most students meet their academic goals
- Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress
- Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress

Ineffective

The assistant principal:

- Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress
- Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program

2.5. Competency
Implements and monitors

Highly Effective

In addition to Level 3, the assistant principal:

Optional - 2. Curriculum & Instructional Leadership   Number of Competencies: 5

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

instructional technology

- Successfully promotes the use of instructional technology that drives greater levels of student achievement

The assistant principal:

Effective

- Identifies and implements the most effective instructional technology
- Develops teachers' ability to utilize instructional technologies to support student learning
- Regularly monitors and reports the impact of instructional technology on student learning

The assistant principal:

Improvement Necessary

- Develops most, but not all, teachers' abilities to implement available instructional technology
- Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning

The assistant principal:

Ineffective

- Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Teacher Leadership - 3. Talent Review   Number of Competencies: 1

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

3.1. Competency
Assists the principal with the evaluation of teachers

Highly Effective

In addition to Level 3, the assistant principal:

- Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning

Effective

The assistant principal:

- Ensures all evaluation processes and expectations are transparent and clear

Teacher Leadership - 3. Talent Review   Number of Competencies: 1

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

- Allocates necessary time and resources to complete thorough, accurate and defensible evaluations
- Demonstrates the ability to identify individual teacher strengths and weaknesses
- Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers

Improvement Necessary

The assistant principal:

- Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated
- Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness

Ineffective

The assistant principal:

- Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation
- Incorporates limited student data and evidence of teacher practice in evaluation ratings

Optional - 3. Student Culture, Management, and Support Services   Number of Competencies: 5

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

3.1. Competency Implements effective school policies

Highly Effective

In addition to Level 3, the assistant principal:

- Institutes operational procedures designed and managed to maximize opportunities for successful student learning

Effective

The assistant principal:

- Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner
- Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem

Optional - 3. Student Culture, Management, and Support Services   Number of
Competencies: 5

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

- Develops all stakeholders' understanding of school policies and their consequences

Improvement Necessary

The assistant principal:

- Establishes and implements school policies, processes, and routines, but enforcement is inconsistent
- Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance
- Develops student and staff understanding of school policies and their consequences

Ineffective

The assistant principal:

- Inadequately develops stakeholders understanding of school policies and/or consequences
- Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school
- Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner

3.2. Competency Monitors school culture

Highly Effective

In addition to Level 3, the assistant principal:

- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices

Effective

The assistant principal:

- Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions
- Uses the data to engage stakeholders in a process of continuous improvement

Improvement Necessary

The assistant principal:

- Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

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

3.3. Competency
Enhances a positive school culture

Highly Effective	**In addition to Level 3, the assistant principal:** • Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy • Demonstrates the ability to positively impact student achievement and culture
Effective	**The assistant principal:** • Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times • Challenges low expectations and holds all persons accountable for observing agreed upon procedures • Assists teachers with the implementation of effective classroom management plans
Improvement Necessary	**The assistant principal:** • Consistently applies positive and negative consequences for behavior • Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior
Ineffective	**The assistant principal:** • Inconsistently implements the student code of conduct, • Allows irresponsible student behavior • Rarely uses data to evaluate effectiveness of interventions.

3.4. Competency
Provides effective supervision

Highly Effective	**In addition to Level 3, the assistant principal:** • Volunteers to assist at school events and or functions to which he/she is not directly assigned
Effective	**The assistant principal:** • Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students • Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents

Optional – 3. Student Culture, Management, and Support Services   Number of Competencies: 5

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

		The assistant principal:
	Improvement Necessary	• Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students • Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents
		The assistant principal:
	Ineffective	• Rarely engages with students, parents, and or community members • Fails to maintain high visibility at supervisory functions
3.5. Competency Supports student services	Highly Effective	**In addition to Level 3, the assistant principal:** • Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services
	Effective	**The assistant principal:** • Ensures all students have access to educational opportunities/services that meet their learning needs • Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met • Collaborates with service agencies in the community to support student needs that require interventions or additional supports
	Improvement Necessary	**The assistant principal:** • Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner • Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met • Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports
	Ineffective	**The assistant principal:**

Optional - 3. Student Culture, Management, and Support Services   Number of
Competencies: 5

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

- Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)
- Fails to ensure the social, emotional, academic, and behavioral needs of each student are met
- Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

Blank Media Specialist

1. Planning and Preparation — Number of Competencies: 6

Domain Description:

1.1. Competency
Demonstrating Knowledge of Literature, Information Technology, and 21st Century Learner Standards

Highly Effective
- Media specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21st Century Learner Standards.

Effective
- Media specialist demonstrates thorough knowledge of literature, information technology, and 21st Century Learner Standards.

Improvement Necessary
- Media specialist demonstrates limited knowledge or literature, information technology, and 21st Century Learner Standards.

Ineffective
- Media specialist demonstrates little or no knowledge of literature, information technology, and 21st Century Learner Standards.

1.2. Competency
Demonstrating Knowledge of the School's Perfor-mance Plan and Student Needs Within the Academic Program

Highly Effective
- Media specialist takes a leadership role with the school to advocate the information skills needed by students within the school's performance plan and academic program.

Effective
- Media specialist demonstrates thorough knowledge of the school's performance plan and knowledge of student needs for information skills within the academic standards.

Improvement Necessary
- Media specialist demonstrates basic knowledge of the school's performance plan and little or no knowledge of student needs for information skills within the academic standards.

Ineffective
- Media specialist demonstrates little or no knowledge of the school's performance plan and little or no knowledge of student needs for information skills within the academic standards.

1.3. Competency
Establishing Goals for the Library/ Media Program Appropriate to the Age Level of Students Served and the School Performance Plan

Highly Effective
- Media specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the school performance plan, and have been developed following consultations with students and colleagues.

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

	Effective	• Media specialist's goals are clear and appropriate to the age of students and the school performance plan.
	Improvement Necessary	• Media specialist's goals are rudimentary and are partially suitable to the age of students and the school performance plan.
	Ineffective	• Media specialist has no clear goals, or goals are not appropriate to the age of students and the school performance plan.
1.4. Competency Demonstrating Knowledge of Resources and Technology within the School, District, and Community	Highly Effective	• Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's program.
	Effective	• Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community.
	Improvement Necessary	• Media specialist demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community.
	Ineffective	• Media specialist demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or for students who need them.
1.5. Competency Developing and Implementing a Plan to Integrate the Media Program into the School Perfor-mance Plan	Highly Effective	• Media specialist's plan is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators.
	Effective	• Media specialist's program is well designed to support both teachers and students with their information needs.
	Improvement Necessary	• Media specialist's program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal.

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

| | Ineffective | • Media specialist's program consists of a random collection of unrelated activities, lacking coherence or an overall structure. |

1.6. Competency
Developing a Plan to Evaluate the Media Program

	Highly Effective	• Media specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.
	Effective	• Media specialist's plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met.
	Improvement Necessary	• Media specialist has a rudimentary plan to evaluate the media program.
	Ineffective	• Media specialist has no plan to evaluate the media program or resists suggestions that such a plan is important.

2. The Environment   Number of Competencies: 5

Domain Description:

2.1. Competency Creating an Environment of Respect and Rapport	Highly Effective	• Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the media center.
	Effective	• Interactions, both between the media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.
	Improvement Necessary	• Interactions, both between the media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.
	Ineffective	• Interactions, both between the media specialist and students and among students are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
2.2. Competency Establishing a Culture for Investi-gation and Love of Literature	Highly Effective	• Media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
	Effective	• Media specialist, in interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature.
	Improvement Necessary	• Media specialist goes through the motions of performing the work of the position, but without any real commitment to it.
	Ineffective	• Media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
2.3. Competency Establishing and Maintaining Media Center Procedures	Highly Effective	• Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.
	Effective	• Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.

2. The Environment   Number of Competencies: 5

Domain Description:

	Improvement Necessary	• Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful.
	Ineffective	• Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role.
2.4. Competency Managing Student Behavior	Highly Effective	• Standards of conduct are clear, with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
	Effective	• Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.
	Improvement Necessary	• It appears that the media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.
	Ineffective	• There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
2.5. Competency Organizing Physical Space to Enable Smooth Flow	Highly Effective	• Media specialist 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.
	Effective	• Media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.
	Improvement Necessary	• Media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.
	Ineffective	• Media specialist 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.

3. Delivery of Service   Number of Competencies: 5

Domain Description:

3.1. Competency
Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations

Highly Effective	• Media specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas.
Effective	• Media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas.
Improvement Necessary	• Media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.
Ineffective	• Media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.

3.2. Competency
Collaborating with Teachers in the Design of Instructional Units and Lessons

Highly Effective	• Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Effective	• Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.
Improvement Necessary	• Media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.
Ineffective	• Media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.

3.3. Competency
Engaging Students in Enjoying Literature and in Learning Information Skills

Highly Effective	• Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
Effective	• Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.

3. Delivery of Service Number of Competencies: 5

Domain Description:

	Improvement Necessary	• Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.
	Ineffective	• Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
3.4. Competency Assisting Students and Teachers in the Use of Technology in the Media Center	Highly Effective	• Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.
	Effective	• Media specialist initiates sessions to assist students and teachers in the use of technology in the media center.
	Improvement Necessary	• Media specialist assists students and teachers in the use of technology in the media center when specifically asked to do so.
	Ineffective	• Media specialist declines to assist students and teachers in the use of technology in the media center.
3.5. Competency Demonstrating Flexibility and Responsiveness	Highly Effective	• Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.
	Effective	• Media specialist makes revisions to the media program when they are needed.
	Improvement Necessary	• Media specialist makes modest changes in the media program when confronted with evidence of the need for change.
	Ineffective	• Media specialist adheres to the media program, in spite of evidence of its inadequacy.

4. Professional Responsibilities Number of Competencies: 6

Domain Description:

4.1. Competency Reflecting on Practice	Highly Effective	• Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest

4. Professional Responsibilities

Domain Description:

Number of Competencies: 6

alternative strategies.

	Effective	• Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.
	Improvement Necessary	• Media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.
	Ineffective	• Media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
4.2. Competency Preparing and Submitting Reports	Highly Effective	• Media specialist anticipates teacher needs when preparing requisitions, follows established procedures and suggests improvements. Inventories and reports are completed in a timely manner.
	Effective	• Media specialist honors teacher requests when preparing requisitions and follows established procedures to complete inventories and reports in a timely manner.
	Improvement Necessary	• Media specialist sometimes listens to teacher requests when preparing requisitions and sometimes completes inventories and reports in a timely manner.
	Ineffective	• Media specialist ignores teacher requests when preparing requisitions and does not follow proper procedures for inventories and reports.
4.3. Competency Communicating with Parents and Community	Highly Effective	• Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.
	Effective	• Media specialist routinely engages in outreach efforts to parents and the larger community.
	Improvement Necessary	• Media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.

4. Professional Responsibilities   Number of Competencies: 6

Domain Description:

	Ineffective	• Media specialist makes no effort to engage in outreach efforts to parents or the larger community.
4.4. Competency Participating in a Professional Community	Highly Effective	• Media specialist makes a substantial contribution to school/district events and initiatives. Media specialist assumes a leadership role with colleagues.
	Effective	• Media specialist participates actively in school/district events and initiatives. Media specialist maintains positive and productive relationships with colleagues.
	Improvement Necessary	• Media specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.
	Ineffective	• Media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.
4.5. Competency Engaging in Professional Development	Highly Effective	• Media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through offering professional learning activities to colleagues.
	Effective	• Media specialist seeks out opportunities for professional development based on an individual assessment of need.
	Improvement Necessary	• Media specialist's participation in professional development activities is limited to those that are convenient or are required.
	Ineffective	• Media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
4.6. Competency Showing Professionalism	Highly Effective	• Media specialist can be counted on to hold the highest standards of honesty and integrity. Media specialist takes a leadership role within the school to ensure there is no plagiarism or violation of copyright laws.
	Effective	• Media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.

4. Professional Responsibilities   Number of Competencies: 6

Domain Description:

Improvement Necessary	• Media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.
Ineffective	• Media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.

5. Core Professionalism Rubric   Number of Competencies: 4

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

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

5. Core Professionalism Rubric   Number of Competencies: 4

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

Does Not Meet Standard	• Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

School Counselor

1. Academic Achievement   Number of Competencies: 6

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

1.1. Competency
The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

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

1.2. Competency
The school counselor demonstrates knowledge of current trends in student development and academic achievement.

	Highly Effective	-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.
	Effective	-The school counselor regularly engages in professional development.
	Improvement Necessary	-The school counselor sporadically engages in professional development.
	Ineffective	-The school counselor does not engage in professional development.

1.3. Competency
The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.

	Highly Effective	-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.
	Effective	-The school counselor generally encourages students in using a decision-making/problem solving model and in

1. Academic Achievement   Number of Competencies: 6

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

		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.
	Improvement Necessary	-The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.
	Ineffective	-The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.
1.4. Competency The school counselor engages all students in problem solving, critical thinking, and other activities.	Highly Effective	-The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.
	Effective	-The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
	Improvement Necessary	-The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
	Ineffective	-The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
1.5. Competency The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Highly Effective	-Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.
	Effective	-Guidance activities and materials are generally appropriate for students, designed to make content and concepts

1. Academic Achievement   Number of Competencies: 6

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

		relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.
	Improvement Necessary	-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.
	Ineffective	-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. Competency The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	Highly Effective	-The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
	Effective	-The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
	Improvement Necessary	-The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
	Ineffective	-The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.

2. Student Assistance Services   Number of Competencies: 4

Domain Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

2.1. Competency

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

2.2. Competency

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

2. Student Assistance Services   Number of Competencies: 4

Domain Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

		resources, or implements any prevention programming for students.
	Ineffective	-The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.
2.3. Competency The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	Highly Effective	-The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.
	Effective	-The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.
	Improvement Necessary	-The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.
	Ineffective	-The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.
2.4. Competency The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	Highly Effective	-The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.
	Effective	-The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.

2. Student Assistance Services   Number of Competencies: 4

Domain Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Improvement Necessary	-The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.
Ineffective	-The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

3. Career Development   Number of Competencies: 4

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

3.1. Competency

The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.		
	Highly Effective	-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.
	Effective	-The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.
	Improvement Necessary	-The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.
	Ineffective	-The school counselor does not facilitate age-appropriate career development.

3.2. Competency

The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.		
	Highly Effective	-The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.

3. Career Development   Number of Competencies: 4

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

	Effective	-The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.
	Improvement Necessary	-The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.
	Ineffective	-The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.
3.3. Competency The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	Highly Effective	-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.
	Effective	-The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.
	Improvement Necessary	-The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.
	Ineffective	-The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged

3. Career Development — Number of Competencies: 4

Domain Description: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies. to use research and informational resources to obtain career information.

3.4. Competency
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	-The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	
Effective	-The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	
Improvement Necessary	-The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	
Ineffective	-The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

4. Leadership Level of Performance — Number of Competencies: 6

Domain Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

4.1. Competency
The school counselor establishes professional goals and pursues opportunities to grow professionally.

Highly Effective	-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.	
Effective	-Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	
Improvement Necessary	-Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues	

4. Leadership Level of Performance   Number of Competencies: 6

Domain Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

		opportunities to acquire new knowledge and skills and rarely participates in the professional community.
	Ineffective	-Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
4.2. Competency The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	Highly Effective	-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.
	Effective	-The school counselor provides consistent and effective leadership in the school counseling program and the school.
	Improvement Necessary	-The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.
	Ineffective	-The school counselor provides no leadership-either formal or informal-in the counseling department, the school setting, or the community.
4.3. Competency 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	-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.
	Effective	-The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.
	Improvement Necessary	-The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.

4. Leadership Level of Performance   Number of Competencies: 6

Domain Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

	Ineffective	-The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.
4.4. Competency 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	-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.
	Effective	-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.
	Improvement Necessary	-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.
	Ineffective	-The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
4.5. Competency The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	Highly Effective	-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.
	Effective	-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.
	Improvement Necessary	-The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.

4. Leadership Level of Performance   Number of Competencies: 6

Domain Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

	Ineffective	-The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.
4.6. Competency 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	-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.
	Effective	-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.
	Improvement Necessary	-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.
	Ineffective	-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.

6. Competency Notes:

Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.

5. Core Professionalism   Number of Competencies: 4

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

| 5.1. Competency Attendance | Meets Standard | -Individual has not demonstrated a pattern of unexcused absences* |
| | Does Not Meet Standard | -Individual demonstrates a pattern of unexcused absences * |

1. Competency Notes:

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

| 5.2. Competency On-Time Arrival | Meets Standard | -Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| | Does Not Meet Standard | -Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |

| 5.3. Competency Policies and Procedures | Meets Standard | -Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| | Does Not Meet Standard | -Policies and Procedures Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |

| 5.4. Competency Respect | Meets Standard | -Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner |
| | Does Not Meet Standard | -Respect Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner |

RISE Speech Rubric

1. Purposeful Planning   Number of Competencies: 5

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

1.1. Competency
Utilize Assessment Data to Plan
(Planning for initial or reevaluation of students)

The SLP collects and utilizes school-wide assessment data with a test battery and data collection system unique to the individual student.

Highly Effective	• Consistently and effectively using an appropriate research based cross battery of assessments that are specific to the needs of the individual child • Is an integral part of the referral gropu or team and assists with collecting data with school wide benchmarking curriculum

The SLP varies the test battery and data collection methods to address the needs of the referred student.

Effective	• Consitently uses appropriate battery that will complete a comprehensive assessment, varying tests as needed. • Participates in the referral group or team and may participate in collecting data with school wide benchmarking curriculum, etc.

The SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student.

Improvement Necessary	• Inconsistently uses appropriate battery to complete a comprehensive assessment • Does not participate consistently in the referral group or team, and does not participate in collecting data with school wide benchmarking curriculum, etc.

Ineffective

The SLP uses the same test battery and the same data collection methods for all types of referred students.

- The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question
- Does not utilize referral group or team or have an awareness of school based information, available

1. Purposeful Planning   Number of Competencies: 5

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

data

1.2. Competency
Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of the student)

Highly Effective

At Level 4, an SLP teacher fulfillls the criteria for Level 3 and additionally:

- Plans ambitious, but achievable annuals goals that support classroom curriculum and enhance classroom performance

Effective

SLP develops annual student goals that are:

- Measurable
- Aligned to developmental/state standards

AND

- Identified student needs based on assessment data

Improvement Necessary

SLP develops annual student goals that are:

- Measurable

But may not align to:

- Developmental/State standards
- Identified student needs based on assessment data

Ineffective

SLP rarely or never develops annual goals for students OR goals are developed but are extremely general and not helpful for planning purposes

1.3. Competency
Develop Standards-based Unit Plans and Assessments (Develop short term objectives based on assessment battery)

Highly Effective

At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally:

- Plans ambitious, but achievable objectives that support classroom curriculum and enhance classroom performance

Effective

SLP develops objectives that are:

- Measurable
- Aligned to developmental/state standards

1. Purposeful Planning   Number of Competencies: 5

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

AND

- Identified student needs based on assessment data

SLP develops student objectives that are:

- Measurable

	Improvement Necessary	But may not align to: - Developmental/state standards - Identified student needs based on assessment data - Annual goal
	Ineffective	SLP rarely or never develops objectives for students OR goals are developed, but are extremely general and not helpful for planning purposes.
1.4. Competency Create Objective Driven Lesson Plans and Assessments		At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally:
	Highly Effective	- Plans for a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction
	Effective	Based on student goals, SLP plans daily lessons by: - Identifying lesson objectives that are aligned to IEP annual goals. - Matching instructional strategies and activities/assignments to the lesson objectives. - Designing formative assessments that measure progress towards mastery and inform instruction
	Improvement Necessary	Based on student goals and objectives, the SLP plans daily lessons by: - Identifying lesson objectives that are aligned to IEP annual goals. - Matching instructional strategies and activities/assignments to the lesson objectives

SLP *may* not:

1. Purposeful Planning   Number of Competencies: 5

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

		• Design assignments that are meaningful or relevant. • Plan formative assessments to measure progress towards mastery or inform instruction
	Ineffective	SLP rarely or never plans daily lesson plans OR daily lessons lack meaninful objectives, instructional strategies, or assignments
1.5. Competency Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)	Highly Effective	At level 4, a SLP fulfills the criteria for Level 3 and additionally: • Updates tracking system daily • Uses data analysis of student progress to drive lesson planning for the following session. • Periodically checks for generalization of speech and language skills/goals
	Effective	SLP uses an effective data tracking system for: • Recording student assessment/progress data. • Analyzing student progress towards mastery and planning future lessons/objectives accordingly • Maintaining a system or reporting progress that is aligned to student learning goals.
	Improvement Necessary	SLP uses an effective data tracking system for: • Recording student assessment/progress data. SLP *may* not: • Use data to analyze student progress towards mastery or to plan future lessons/units. • Have system of reporting progress that aligns to student learning goals.
	Ineffective	SLP rarely or never uses data tracking system to record student assessment/progress data.

2. Effective Instruction   Number of Competencies: 9

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

2.1. Competency Develop student understanding and mastery of lesson objectives (student understands what they are working on and why it is important)		
	Highly Effective	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* • Students can explain what they are learning and why it is important, beyond repeating the stated objective • SLP effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection
	Effective	• Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson • Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms • Importance of the objective is explained so that students understand why they are learning what they are learning • Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students • Lesson is well-organized to move students towards mastery of the objective
	Improvement Necessary	• Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable • Objective is stated, but not in a student-friendly manner that leads to understanding • SLP attempts explanation of importance of objective, but students fail to understand • Lesson generally does not build on prior knowledge of students or students fail to make this connection • Organization of the lesson may not always be connected to mastery of the objective
	Ineffective	• Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.

2. Effective Instruction   Number of Competencies: 9

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

- There may not be a clear connection between the objective and lesson, or SLP may fail to make this connection for students.
- SLP may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.
- There may be no effort to connect objective to prior knowledge of students
- Lesson is disorganized and does not lead to mastery of objective.

1. Competency Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

2.2. Competency
Demonstrate and Clearly
Communicate Content
Knowledge to Students (SLP
communicates knowledge of
session content to students)

-

Highly
Effective

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

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

Effective

-

- SLP demonstrates content knowledge and delivers content that is factually correct
- Content is clear, concise and well-organized
- SLP restates and rephrases instruction in multiple ways to increase understanding

2. Effective Instruction   Number of Competencies: 9

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

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

-

Improvement Necessary

- SLP delivers content that is factually correct
- Content occasionally lacks clarity and is not as well organized as it could be
- SLP may fail to restate or rephrase instruction in multiple ways to increase understanding
- SLP does not adequately emphasize main ideas, and students are sometimes confused about key takeaways
- Explanations sometimes lack developmentally appropriate language
- SLP does not always implement new and improved instructional strategies learned via professional development

-

Ineffective

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

2. Competency Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

2.3. Competency   Highly
Engage students in academic   Effective   -

2. Effective Instruction   Number of Competencies: 9

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

content (students engaged
during speech/lang. sessions)

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

- SLP provides ways to engage with content that significantly promotes student mastery of the objective
- SLP 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
- SLP effectively integrates technology as a tool to engage students in academic content

-

Effective

- Students are actively engaged in content at all times and not off-task
- SLP provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective
- SLP sustains the attention of the class by maintaining a dynamic presence
- Ways of engaging with content reflect different learning modalities or intelligences
- SLP 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)

Improvement
Necessary   -

- Fewer than 3/4 of students are engaged in content and many are off-task
- SLP may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content
- SLP 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 SLP's attempt to modify instruction for these students is limited or not always effective
- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content

2. Effective Instruction   Number of Competencies: 9

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

- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging

-

	Ineffective	• Fewer than 1/2 of students are engaged in content and many are off-task • SLP may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content • SLP does not differentiate instruction to target different learning modalities • Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust instruction for these students • ELL and IEP students are not provided with the necessary accommodations to engage in content • Students do not actively listen and are overtly disinterested in engaging.

3. Competency Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity

3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

2.4. Competency Check for Understanding	Highly Effective	-

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

2. Effective Instruction   Number of Competencies: 9

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

- SLP checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)
- SLP uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking
- SLP notes student self-corrections
- SLP checks for use of skills in the classroom

-

Effective

- SLP checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding
- SLP gains enough information during checks for understanding to modify the lesson and respond accordingly
- SLP uses a variety of methods to check for understanding
- SLP uses wait time effectively both after posing a question and before helping students think through a response
- SLP doesn't allow students to "opt-out" of checks for understanding and cycles back to these students
- SLP 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)

Improvement Necessary   -

- SLP sometimes checks for understanding of content, but misses several key moments
- SLP mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly
- SLP may not provide a variety of methods to check for understanding when doing so would be helpful
- SLP 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
- SLP sometimes allows students to "opt-out" of checks for understanding without cycling back to these students
- SLP may assess student mastery at the end of the lesson through formal or informal assessments, but may not

2. Effective Instruction   Number of Competencies: 9

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

use this information to drive subsequent lesson planning.

-

Ineffective	• SLP rarely or never checks for understanding of content, or misses nearly all key moments • SLP 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 • SLP 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 • SLP frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students • SLP rarely or never assesses for mastery at the end of the lesson

4. Competency Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

   • Checks for Understanding: thumbs up/down, cold-calling
   • Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

2.5. Competency
Modify Instruction As Needed

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

Highly Effective	• SLP anticipates student misunderstandings and preemptively addresses them • SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement
Effective	-

   • SLP makes adjustments to instruction based on checks for understanding that lead to increased understanding

2. Effective Instruction

Number of Competencies: 9

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

		for most students • SLP differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs • SLP responds to misunderstandings with effective scaffolding techniques • SLP doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful
		-
	Improvement Necessary	• SLP may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students • SLP 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 • SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding
		-
	Ineffective	• SLP only gives answers instead of having student work through problem. • SLP does not use a variety of prompts/instructional tools.

5. Competency Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

2.6. Competency Develop Higher Level of Understanding through Rigorous Instruction and Work	Highly Effective	-

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

2. Effective Instruction   Number of Competencies: 9

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

(SLP models and talks through thinking process to increase student understanding)

- Lesson is accessible and challenging to all students
- Students are able to answer higher-level questions with meaningful responses
- Students pose higher-level questions to the teacher and to each other
- SLP highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great
- SLP encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)

-

Effective

- Lesson is accessible and challenging to almost all students
- SLP frequently develops higher-level understanding through effective questioning
- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding
- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning
- SLP shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks

-

Improvement Necessary

- Lesson is not always accessible or challenging for students
- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)
- SLP may not always use questioning as an effective tool to increase understanding
- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate
- SLP may encourage students to work hard, but may not persist in efforts to have students keep trying

Ineffective

-

- Lesson is not aligned with developmental level of students (may be too challenging or too easy)

2. Effective Instruction

Number of Competencies: 9

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

- SLP may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.
- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.
- SLP gives up on students easily and does not encourage them to persist through difficult tasks

6. Competency Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency.

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

2.7. Competency	Highly	
Maximize Instructional Time	Effective	-

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP
- Students are always engaged in meaningful work while waiting for the SLP (for example, during attendance)
- Students share responsibility for operations and routines and work well together to accomplish these tasks
- All students are on-task and follow instructions of SLP without much prompting
- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without

2. Effective Instruction   Number of Competencies: 9

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

major interruption to the lesson

-

Effective

- Students arrive on-time and are aware of the consequences of arriving late (unexcused)
- Class starts on-time
- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP
- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)
- SLP delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective
- Almost all students are on-task and follow instructions of SLP without much prompting
- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.

-

Improvement Necessary

- Some students consistently arrive late (unexcused) for class without consequences
- Class may consistently start a few minutes late
- Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed
- There is more than a brief period of time when students are left without meaningful work to keep them engaged
- SLP may delegate lesson time inappropriately between parts of the lesson
- Significant prompting from the SLP 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 SLP may have to stop the lesson frequently to address the problem

Ineffective

-

- Students may frequently arrive late (unexcused) for class without consequences
- SLP may frequently start class late.

2. Effective Instruction   Number of Competencies: 9

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

- 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 SLP at all times
- There are significant periods of time in which students are not engaged in meaningful work
- Teacher wastes significant time between parts of the lesson due to classroom management.
- 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 SLP to have to make adjustments to the lesson
- Classroom management is generally poor and wastes instructional time

7. Competency Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

2.8. Competency
Create Classroom Culture of Respect and Collaboration (as applied to "speech room")

-

Highly
Effective

For Level 4, all of the evidence listed under Level 3 is present, 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 reinforce positive character and behavior and discourage negative behavior amongst themselves

Effective

-

- Students are respectful of their SLP and peers
- Students are given opportunities to collaborate and support each other in the learning process
- SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior
- SLP has a good rapport with students, and shows genuine interest in their thoughts and opinions

2. Effective Instruction   Number of Competencies: 9

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

Improvement Necessary	• Students are generally respectful of their SLP and peers, but may occasionally act out or need to be reminded of classroom norms • Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together • SLP may praise positive behavior OR enforce consequences for negative behavior, but not both • SLP may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others
Ineffective	• Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior • Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention • SLP rarely or never praises positive behavior • SLP rarely or never addresses negative behavior

8. Competency Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

2.9. Competency
Set High Expectations for Academic Success (Student progress)

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:

Highly Effective	• Students participate in forming academic goals for themselves and analyzing their progress • Students demonstrate high academic expectations for themselves • Student comments and actions demonstrate that they are excited about their work and understand why it is important

2. Effective Instruction Number of Competencies: 9

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

Effective	• SLP sets high expectations for students of all levels • Students are invested in their work and value academic success as evidenced by their effort and quality of their work. • The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) • SLP celebrates and displays high quality academic work
Improvement Necessary	• SLP may set high expectations for some, but not others • Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging • Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) • SLP may praise the academic work of some, but not others • High quality work of a few, but not all students, may be displayed in the classroom
Ineffective	• SLP rarely or never sets high expectations for students • Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments • Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers • SLP rarely or never praises academic work or good behavior • High quality work is rarely or never displayed in the classroom

9. Competency Notes:

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

3. Teacher Leadership   Number of Competencies: 5

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

3.1. Competency
Contribute to school culture (school and/or department)

Highly Effective	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** • Seek out leadership roles • Go above and beyond in dedicating time for students and peers outside of class
Effective	**SLP will:** • Contribute ideas and expertise to further the schools' mission and initiatives • Dedicate time efficiently, when needed, to helping students and peers outside of class
Improvement Necessary	**SLP will:** • Contribute occasional ideas and expertise to further the school's mission and initiatives **SLP may *not*:** • Frequently dedicates time to help students and peers efficiently outside of class
Ineffective	• SLP rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.

3.2. Competency
Collaborate with Peers (Gen. Ed., Sp. Ed., Psych, Nurse, Counselors, Principals, EL teachers)

Highly Effective	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** • Go above and beyond in seeking out opportunities to collaborate • Coach peers through difficult situations • Take on leadership roles within collaborative groups such as Professional Learning Communities
Effective	**SLP will:** • Seek out and participate in regular opportunities to work with and learn from others • Ask for assistance, when needed, and provide assistance to others in need

3. Teacher Leadership   Number of Competencies: 5

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

	SLP will:
Improvement Necessary	• Participate in occasional opportunities to work with and learn from others • Ask for assistance when needed
	SLP may *not*:
	• Seek to provide other teachers with assistance when needed OR • Regularly seek out opportunities to work with others
Ineffective	• SLP rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.

3.3. Competency
Seek Professional skills and knowledge (Professional development)

Highly Effective	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** • Regularly share newly learned knowledge and practices with others • Seek out opportunities to lead professional development sessions
	-
Effective	**SLP will:** • Actively pursue opportunities to improve knowledge and practice • Seek out ways to implement new practices into instruction, where applicable • Welcome constructive feedback to improve practices
Improvement Necessary	**SLP will:** • Attend all mandatory professional development opportunities **SLP may *not*:** • Actively pursue optional professional development opportunities • Seek out ways to implement new practices into instruction • Accept constructive feedback well

3. Teacher Leadership   Number of Competencies: 5

Domain Description: Speech Pathologists develop and ~~sustain the~~ ~~collaborative and~~ ~~professional development~~ school community to ensure the achievement of all student ~~opportunities. Teacher shows little or no interest in~~ new ideas, programs, or classes to improve teaching and learning

3.4. Competency Advocate for Student Success		**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:**
	Highly Effective	• Display commitment to the education of all the students in the school • Make changes and take risks to ensure student success
		SLP will:
	Effective	• Display commitment to the education of all his/her students • Attempt to remedy obstacles around student achievement • Advocate for students' individualized needs
		SLP will:
	Improvement Necessary	• Display commitment to the education of all his/her students **SLP may *not*:** • Advocate for students' needs
	Ineffective	• SLP rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

3.5. Competency Engage Families in Student Learning		**At Level 4, an SLP fulfills the criteria for Level 3 and additionally:**
	Highly Effective	• Strives to form relationships in which parents are given ample opportunity to participate in student learning • Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events
	Effective	**SLP will:**

3. Teacher Leadership   Number of Competencies: 5

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

		• Proactively reach out to parents in a variety of ways to engage them in student learning • Respond promptly to contact from parents • Engage in all forms of parent outreach required by the school
Improvement Necessary		**SLP will:** • Respond to contact from parents • Engage in all forms of parent outreach required by the school **SLP may _not_:** • Proactively reach out to parents to engage them in student learning
Ineffective		• SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

4. Professionalism   Number of Competencies: 5

Domain Description: These indicators illustrate the minimum competencies expected in any profession.

4.1. Competency Attendance	Meets Standards	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
	Does Not Meet Standards	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
4.2. Competency On-Time Arrival	Meets Standards	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
	Does Not Meet Standards	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
4.3. Competency Policies and Procedures	Meets Standards	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

4. Professionalism   Number of Competencies: 5

Domain Description: These indicators illustrate the minimum competencies expected in any profession.

	Does Not Meet Standards	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4.4. Competency IEP Rubric (State generated checklist)	Meets Standards	-
	Does Not Meet Standards	-
4.5. Competency Respect	Meets Standards	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
	Does Not Meet Standards	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Instructional Specialists

1. Planning and Preparation

Number of Competencies: 6

Domain Description:

1.1. Competency
Demonstrating knowledge of current trends in specialty area and professional development

Distinguished	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
Proficient	Instructional specialist demon-strates thorough knowledge of specialty area and trends in professional development.
Basic	Instructional specialist demon-strates basic familiarity with specialty area and trends in professional development.
Unsatisfactory	Instructional specialist demon-strates little or no familiarity with specialty area or fiends in professional development

1.2. Competency
Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program

Distinguished	-Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
Proficient	-Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.
Basic	-Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.
Unsatisfactory	-Instructional specialist demon- strates little or no knowledge of the school's program or of teacher skill in delivering that program.

1.3. Competency
Establishing goals for the instructional sup- port program appropriate to the setting and the teachers served

Distinguished	-Instructional specialist's goals for the instructional support program are highly appropri- ate to the situation and the needs of the staff.They have been developed following consultations with administra- tors and colleagues
Proficient	-Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

| | Basic | -Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. |
| | Unsatisfactory | -Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff |

1.4. Competency
Demonstrating knowledge of resources, both within and beyond the school and district

	Distinguished	-Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
	Proficient	-Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills
	Basic	-Instructional specialist demonstrates basic knowledge of resources available in the school and district for teach- ers to advance their skills.
	Unsatisfactory	-Instructional specialist demonstrates little or no knowledge of resources available In the school or district for teachers to advance their skills.

1.5. Competency
Planning the instructional support program, integrated with the overall school program

	Distinguished	-Instructional specialist's plan is highly coherent, taking into account the competing demands of making presenta- tions and consulting with teachers, and has been devel- oped following consultation with administrators and teachers.
	Proficient	-Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.
	Basic	-Instructional specialist's plan has a guiding principle and includes a number of worth- while activities, but some of them don't fit with the broader goals.
	Unsatisfactory	-Instructional specialist's plan consists of a random collec- tion of unrelated activities, lacking coherence or an over- all structure.

1.6. Competency
Developing a plan to evaluate the instructional support program

| | Distinguished | -Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a |

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

	clear path toward improving' the program on an ongoing basis.
Proficient	-Instructional support special- ist's plan to evaluate the pro- gram is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
Basic	-Instructional specialist has a rudimentary plan to evaluate the instructional support program.
Unsatisfactory	-Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

2. The Environment   Number of Competencies: 5

Domain Description:

2.1. Competency
Creating an environment of trust and respect

Distinguished	-Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
Proficient	-Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.
Basic	-Relationships with the instruc- tional specialist are cordial; teachers don't resist initiatives established by the instruc- tional specialist.
Unsatisfactory	-Teachers are reluctant to request assistance from the instructional specialisObaring that such a request will be treated as a sign of deficiency.

2.2. Competency
Establishing a culture for ongoing instructional improvement

Distinguished	-Instructional specialist has established a culture of pro- fessional inquiry in which teachers initiate projects to be undertaken with the sup- port of the specialist.
Proficient	-Instructional specialist pro- motes a culture of profes- sional inquiry in which teachers seek assistance in improving their instructional skills
Basic	-Teachers do not resist the offerings of support from the instructional specialist
Unsatisfactory	-Instructional specialist con- veys the sense that the work of improving instruction is externally mandated and is not important to school improvement.

2.3. Competency
Establishing clear procedures for teachers to gain access to instructional support

Distinguished	-Procedures for access to instructional support are clear to all teachers and have been developed following consulta- tion with administrators and teachers.
Proficient	-Instructional specialist has established clear procedures for teachers to use in gaining access to support.
Basic	-Some procedures (for example, registering for work- shops) are clear to teachers, whereas others (for example, receiving informal support) are not

2. The Environment   Number of Competencies: 5
Domain Description:

	Unsatisfactory	-When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.
2.4. Competency Establishing and maintaining norms of behavior for professional interactions	Distinguished	-Instructional specialist has established clear norms of mutual respect for professional interaction.Teachers ensure that their colleagues adhere to these standards of conduct.
	Proficient	-Instructional specialist has established clear norms of mutual respect for profes- sional interaction.
	Basic	-Instructional specialist's efforts to establish norms of professional conduct are partially successful.
	Unsatisfactory	-No norms of professional conduct have been established; teachers are frequently disrespectful in their interac- tions with one another.
2.5. Competency Organizing physical space for workshops or training	Distinguished	-Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
	Proficient	-Instructional specialist makes good use of the physical environment, resulting in engage- ment of all participants in the workshop activities.
	Basic	-The physical environment does not impede workshop activities.
	Unsatisfactory	-Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, ti me lost due to poor use of training equipment, or little alignment between the physi- cal arrangement and the workshop activities.

3. Delivery of Service   Number of Competencies: 5
Domain Description:

3.1. Competency Collaborating with teachers in the design of instructional units and lessons.	Distinguished	-Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
	Proficient	-Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.

3. Delivery of Service

Number of Competencies: 5

Domain Description:

	Basic	-Instructional specialist collab- orates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.
	Unsatisfactory	-Instructional specialist declines to collaborate with classroom teachers irithe design of instructional lessons and units.
3.2. Competency Engaging teachers in learning new instructional skills	Distinguished	-Teachers are highly engaged in acquiring new instructional skills and take initiative in sug- gesting new areas for growth
	Proficient	-All teachers are engaged in acquiring new instructional skills
	Basic	-Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.
	Unsatisfactory	-Teachers decline opportuni- ties to engage in professional learning.
3.3. Competency Sharing expertise with staff	Distinguished	-The quality of the instructional specialist's model lessons and workshops is uniformly high and appropri- ate to the needs of the teachers being served. The instructional specialist con- ducts extensive follow-up work with teachers.
	Proficient	-The quality of the instructional specialist's model lessons and workshops is uniformly high and appropri- ate to the needs of the teachers being served.
	Basic	-The quality of the instructional specialist's model les- sons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.
	Unsatisfactory	-Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
3.4. Competency Locating resources for teachers to support instructional improvement	Distinguished	-Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3. Delivery of Service   Number of Competencies: 5
Domain Description:

	Proficient	-Instructional specialist locates resources for instructional improvement for teachers when asked to do so.
	Basic	-Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially success- ful, reflecting incomplete knowledge of what is available.
	Unsatisfactory	-Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so
3.5. Competency Demonstrating flexibility and responsiveness	Distinguished	-Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
	Proficient	-Instructional specialist makes revisions to the support program when it is needed.
	Basic	-Instructional specialist makes modest changes in the sup- port program when confronted with evidence of the need for change.
	Unsatisfactory	-Instructional specialist adheres to his plan, in spite of evidente of its inadequacy.

4. Core Professionalism   Number of Competencies: 4

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

4.1. Competency Attendance	Meets Standard	Individual has not demonstrated a pattern of unexcused absences *
	Does Not Meet Standard	Individual demonstrates a pattern of unexcused absences *

1. Competency Notes:

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

4.2. Competency On-Time Arrival	Meets Standard	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and

4. Core Professionalism   Number of Competencies: 4

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

		by the relevant collective bargaining agreement)
	Does Not Meet Standard	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
4.3. Competency Policies and Procedures	Meets Standard	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
	Does Not Meet Standard	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4.4. Competency Respect	Meets Standard	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
	Does Not Meet Standard	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Therapeutic Specialists

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

1.1. Competency
Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license

Distinguished	-Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
Proficient	-Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.
Basic	-Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.
Unsatisfactory	-Specialist demonstrates little or no knowledge and skill in the therapy area; does not, hold the necessary certificate or license.

1.2. Competency
Establishing goals for the therapy program appropriate to the setting and the students served

Distinguished	-Specialist's goali for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers
Proficient	-Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.
Basic	-Specialist's goals for the ther- apy program are rudimentary and are partially suitable to the situation and to the age of the students.
Unsatisfactory	-Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students

1.3. Competency
Demonstrating knowledge of district, state, and federal regulations and guidelines

Distinguished	-Specialist's knowledge of special education laws and proce- dures is extensive; specialist takes a leadership role in reviewing and revising district policies.
Proficient	-Specialist demonstrates thorough knowledge of special education laws and procedures.

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

| | Basic | -Specialist demonstrates basic knowledge of special education laws and procedures. |
| | Unsatisfactory | -Specialist demonstrates little or no knowledge of special education laws and procedures. |

1.4. Competency
Demonstrating knowledge of resources, both within and beyond the school and district

	Distinguished	-Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
	Proficient	-Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district
	Basic	-Specialist demonstrates basic knowledge of resources for students available through the school or district.
	Unsatisfactory	-Specialist demonstrates little or no knowledge of resources for students available through the school or district.

1.5. Competency
Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

	Distinguished	-Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
	Proficient	-Specialist has developed a plan that includes the important aspects of work in the setting.
	Basic	-Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Unsatisfactory	-Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

1.6. Competency
Developing a plan to evaluate the therapy program

| | Distinguished | -Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

1. Planning and Preparation   Number of Competencies: 6

Domain Description:

Proficient	-Specialist'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.
Basic	-Specialist has a rudimentary plan to evaluate the therapy program.
Unsatisfactory	-Specialist has no plan to eval- uate the program or resists suggestions that such an eval- uation is important.

2. The Environment   Number of Competencies: 5

Domain Description:

2.1. Competency
Establishing rapport with students

Distinguished	-Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
Proficient	-Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.
Basic	-Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are par- tially successful.
Unsatisfactory	-Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.

2.2. Competency
Organizing time effectively

Distinguished	-Specialist demonstrates excel- lent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Proficient	-Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.
Basic	-Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.
Unsatisfactory	-Specialist exercises poor judg- ment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules

2.3. Competency
Establishing and maintaining clear procedures for referrals

Distinguished	-Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in con- sultation with teachers and administrators.
Proficient	-Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.
Basic	-Specialist has established procedures for referrals, but the details are not always clear.

2. The Environment   Number of Competencies: 5

Domain Description:

	Unsatisfactory	-No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it
2.4. Competency Establishing standards of conduct in the treatment center	Distinguished	-Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self- monitoring of behavior.
	Proficient	-Standards of conduct have been established for the test- ing and treatment center. Specialist monitors student behavior against those Standards; response to students is appropriate and respectful.
	Basic	-Standards of conduct appear to have been established for testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evalu- ation and treatment are partially successful.
	Unsatisfactory	-No standards of conduct have been established, and special- ist disregards or fails to address negative student behavior during evaluation or treatment.
2.5. Competency Organizing physical space for testing of students and providing therapy	Distinguished	-The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
	Proficient	-The testing and treatment center is well organized; materials are available when needed.
	Basic	-The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.
	Unsatisfactory	-The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.

3. Delivery of Service   Number of Competencies: 5

Domain Description:

3.1. Competency Responding to referrals and evaluating student needs	Distinguished	-Specialist is proactive in responding to referrals and makes highly competent assessments of student needs

3. Delivery of Service

Number of Competencies: 5

Domain Description:

	Proficient	-Specialist responds to referrals and makes thorough assessments of student needs
	Basic	-Specialist responds to refer- rals when pressed and makes adequate assessments of student needs.
	Unsatisfactory	-Specialist fails to respond to referrals or makes hasty assessments of student needs.
3.2. Competency Developing and implementing treatment plans to maximize students' success	Distinguished	-Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements
	Proficient	-Specialist's plans for students are suitable for them and are aligned with identified needs.
	Basic	-Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.
	Unsatisfactory	-Specialist fails to develop treatment plans suitable for students, or plans are mis- matched with the findings of assessments.
3.3. Competency Communicating with families	Distinguished	-Specialist secures necessary permissions and communicates with families in a man- lier highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
	Proficient	-Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.
	Basic	-Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.
	Unsatisfactory	-Specialist fails to communicate with families and secure nec- essary permission for evaluations or communicates in an insensitive manner.

3. Delivery of Service

Number of Competencies: 5

Domain Description:

3.4. Competency
Collecting information; writing reports

Distinguished	-Specialist is proactive in col- lecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Proficient	-Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.
Basic	-Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.
Unsatisfactory	-Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.

3.5. Competency
Demonstrating flexibility and responsiveness

Distinguished	-Specialist is continually seeking ways to improve the treat- ment program and makes changes as needed in response to student, parent, or teacher input.
Proficient	-Specialist makes revisions in the treatment program when they are needed.
Basic	-Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.
Unsatisfactory	-Specialist adheres to the plan or program, in spite of evidence of its inadequacy.

4. Professional Responsibilities

Number of Competencies: 6

Domain Description:

4.1. Competency
Reflecting on practice

Distinguished	-Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
Proficient	-Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.

4. Professional Responsibilities

Number of Competencies: 6

Domain Description:

	Basic	-Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.
	Unsatisfactory	-Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

4.2. Competency
Collaborating with teachers and administrators

	Distinguished	-Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students
	Proficient	-Specialist initiates contact with teachers and administrators to confer regarding indi- vidual cases.
	Basic	-Specialist is available to staff for questions and planning and provides background material when requested
	Unsatisfactory	-Specialist is not available to staff for questions and planning and declines to provide background material when requested.

4.3. Competency
Maintaining an effective data-management system

	Distinguished	-Specialist has developed a highly effective data- management system for monitoring student progress and uses it to adjust treat- ment when needed. Specialist uses the system to communicate with teachers and parents.
	Proficient	-Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.
	Basic	-Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.
	Unsatisfactory	-Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treat- ment when needed.

4.4. Competency
Participating in a professional community

	Distinguished	-Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4. Professional Responsibilities   Number of Competencies: 6

Domain Description:

	Proficient	-Specialist participates actively In school and district events and projects and maintains positive and productive rela- tionships with colleagues.
	Basic	-Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.
	Unsatisfactory	-Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects
4.5. Competency Engaging in professional development	Distinguished	-cialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activ- ities as offering workshops to colleagues.
	Proficient	-Specialist seeks out opportunities for professional development based on an individual assessment of need.
	Basic	-Specialist's participation in professional development activities is limited to those that are convenient or are required.
	Unsatisfactory	-Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
4.6. Competency Showing professional is including Integrity, advocacy, and maintaining confidentiality	Distinguished	-Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Proficient	-Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.
	Basic	-Specialist is honest in interac- tions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.
	Unsatisfactory	-Specialist displays dishonesty in Interactions with colleagues, students, and the public and violates principles of confidentiality.