



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

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

School Corporation Name	Danville Community School Corporation
School Corporation Number	3325
Evaluation Plan Website Link	https://www.danville.k12.in.us/domain/50

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

- ☐ The System for Teacher and Student Advancement (TAP)
- ☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

☒ **RISE 3.0 State Model**

☐ Locally Developed Plan

☐ Other _____

Instructions:

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

Submission:

Once completed, please **upload this cover sheet via the following [Jotform](#) by Friday, September 16, 2022**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact [Dr. Rebecca Estes](#), Senior Director of Educator Talent, with any 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 the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	A1

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	A1, RISE Handbook 4
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	A2

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	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	A 1 RISE Handbook pg 4-7
Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	Teachers are not involved in evaluating staff.
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	A1

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (<i>e.g.</i> , surveys)	RISE Handbook pg 8-19, copies of evaluation forms in final pages of document

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	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	A2

Designation in Rating Category			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	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	RISE Handbook pg 19
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	A2

Feedback and Remediation Plans			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	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	A2
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	RISE Handbook pg 42-45
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	RISE Handbook pg 42-45
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	A3

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	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	A3
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	A3

Danville Community School Corporation

Section A

Evaluation Plan Discussion:

A district evaluation committee has been developed and meets annually to discuss the current evaluation instrument and procedures. All evaluation procedures and documents are located on our internal staff website and are sent out to all staff when updated. The district superintendent communicates this information to the public during our Board of School Trustees meeting.

Assessment Selection

Our Corporation utilizes a modified RISE to evaluate all certified staff annually with changes indicated below.

Annual Evaluators- all have received formal training in evaluation processes through CIESC and Standard For Success:

Building/ Administrator	Primary Evaluator	Secondary Evaluator (if applicable)
North Elementary	Karen Perkins, Principal; Ceara Jackson, Assistant Principal	Karen Perkins, Principal; Ceara Jackson, Assistant Principal Morgan Walker, Director of Academic Services
South Elementary	Tina Noe, Principal	Kelley Lacey, Director of Special Services Morgan Walker, Director of Academic Services
Danville Community Middle School	Marsha Webster, Principal; Dave Rector, Assistant Principal	Marsha Webster, Principal; Dave Rector, Assistant Principal Morgan Walker, Director of Academic Services
Danville Community High School	P.J. Hamann, Principal; Jason Marer, Assistant Principal; Aimee Harvey, Assistant Principal	P.J. Hamann, Principal; Jason Marer, Assistant Principal; Aimee Harvey, Assistant Principal Morgan Walker, Director of Academic Services
Special Education Staff	Kelly Lacey, Director of Special Services	Building Principals Morgan Walker, Director of Academic Services
Superintendent	Board of Trustees	n/a
All other certified administrators	Dr. Tracey Shafer, Superintendent	Morgan Walker, Director of Academic Services

Designation in Rating Category/Negative Impact:

Negative impact shall be defined where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECAs, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator. A teacher that is found to have a negative impact on students may not receive a final rating of "Effective" or "Highly Effective."

Observation Details:

New Staff or Teachers rated Needs Improvement/Ineffective:

2 long observations

3 short observations

7 targeted coaching visits

All other staff:

1 long observation

3 short observations

5 targeted coaching visits

Additional Information:

Long Observations:

At least 40 minutes in length

Lesson is scripted by observer

Tied to the RISE rubric and each competency observed is rated as Effective, Highly Effective, etc.

Post-conference to discuss is to be held within 10 school days of the visit

Visit is unannounced unless more than one is completed and then one will be announced

Short Observations:

Approximately 3-10 minutes in length

Tied to the RISE rubric and each competency observed is rated as Effective, Highly Effective, etc.

Visit is unannounced

Targeted Coaching visits:

Not bound by time constraints- could be a quick pop-in or longer visit

While all interactions contribute to a teacher's evaluation, RISE competencies will not be rated

Feedback based upon individual teacher goals, district initiatives, and best practices

Evaluation Feedback:

Within 10 days after a long observation, a post-conference will take place to deliver timely feedback.

Observation notes will be shared electronically after a short observation within 3 days.

Professional Development will occur individually for teachers after observations with needed and as an entire staff based upon evaluation data.

All administrators conducting evaluations have been certified in the RISE model of evaluation and will go through a "refresher course" as a team to review procedures and provide additional inter-rater reliability.

Instruction Delivered by Teachers Rated Ineffective:

Danville Community School Corporation will strive to modify a certified teacher's schedule to avoid a situation where a student would be instructed for two consecutive years by two consecutive teachers rated as Ineffective. If this situation is unavoidable, the school will inform the parents of this assignment.

Objective Measures of Student Achievement and Growth:

Certified Teachers-
90% TER
10% SWL

Principals and Directors-
50% Rubric Rating
20% SWL
20% SLO

Superintendent-
75% Rubric Rating
20% SLO
5% SWL

Conference with Superintendent for Teachers Rated Ineffective

Staff rated as ineffective may request a private conference with the superintendent to discuss the evaluation and progress towards goals. This can be requested directly to the superintendent via email or phone.

RISE Resources

Resources referred to above from the RISE handbook, student learning objectives handbook, evaluation rubrics and scoring sheets may be found at: www.doe.in.gov/evaluations (view RISE materials).



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



RISE

Evaluation and
Development System

Evaluator and Teacher Handbook

Version 2.0

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Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana's teachers are hard-working and devoted to the success of every student. It's time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

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

Indiana's State Model on Teacher Evaluation

Background/Context

RISE was designed to provide a quality system 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:

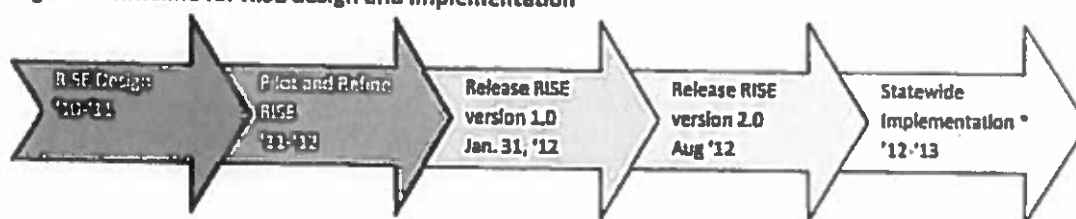
- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective 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're 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. Public Law 90 requires 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. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. 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 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



* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 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 the school year in one of four performance levels:

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

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

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. All teachers will be evaluated on two major components:

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

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.

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' *TxBest 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 guidebook, 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

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the "Evidence Collection and Scoring of Domains 1 and 3" [resource](#) under the Professional Practice resources section on the RISE website.

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

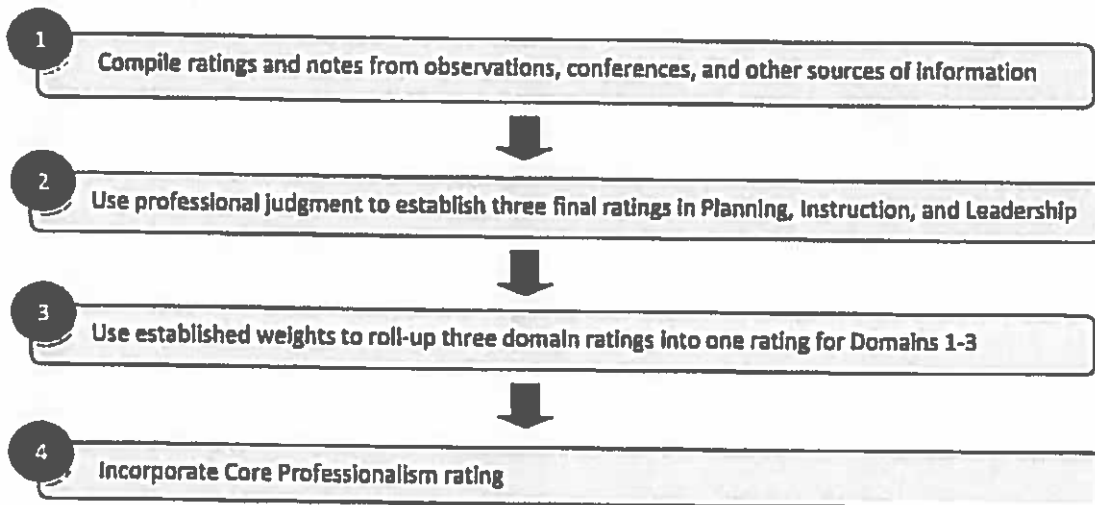
Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on	The teacher doesn't do a good job of making sure students understand concepts.
(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	
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
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p><u>Competency 2.4: Check for Understanding</u> 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)</p>
<p>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?"</p>	<p><u>Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work</u> Teacher frequently develops higher-level understanding through effective questioning. (Effective)</p>

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:



Each step is described in detail below.

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

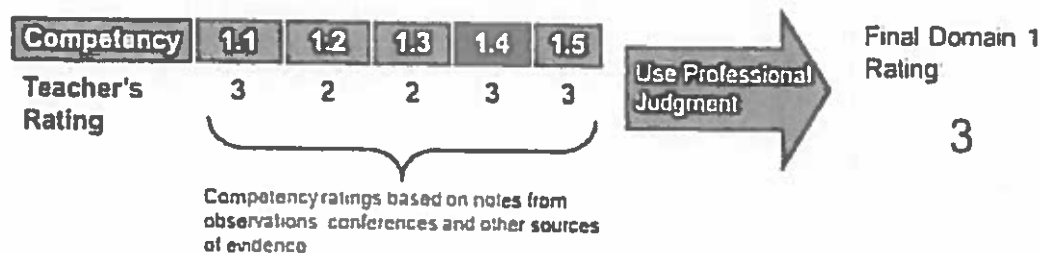
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information 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.



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 the teacher's student learning measures 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: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is 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

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are accurate in assessing student learning and teacher impact on student learning
- Provide valuable and timely data to drive instruction in classrooms
- Are fair to teachers in different grades and subjects
- Are as consistent as possible across grades and subjects
- Allow flexibility for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP+ scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, all teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

A Student Learning Objective is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.riseindiana.org.

Summative Teacher Evaluation Scoring

Review of Components

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

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

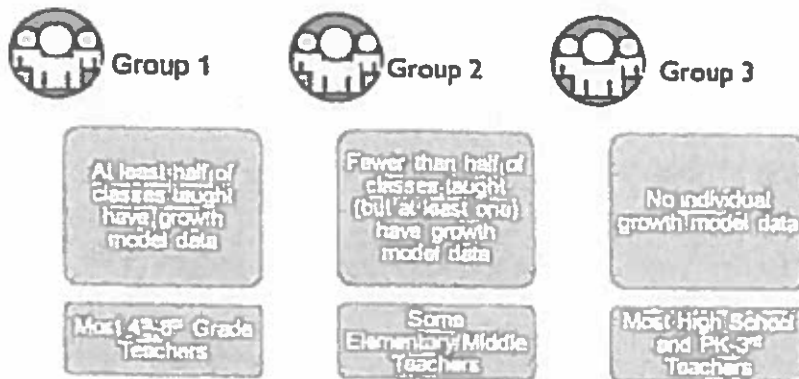
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups (further definitions of these groups can be found in the Glossary).

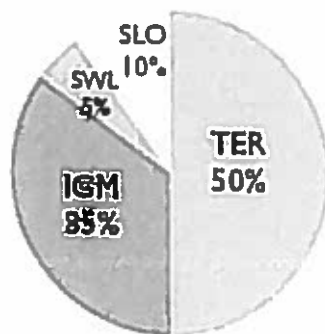


Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

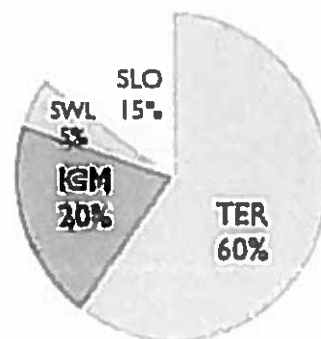
Key:

TER – Teacher Effectiveness Rubric IGM – Individual Growth Model Data
SWL – School-wide Learning Measure SLO – Student Learning Objectives

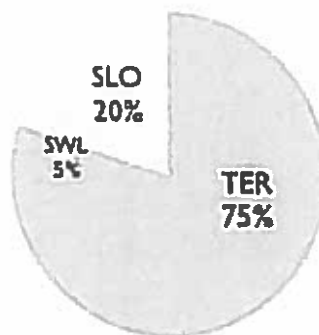
Group 1: Teachers who have Individual growth model data for at least half of classes taught



Group 2: Teachers who have Individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



Growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

Compared across groups, the weighting looks as follows:

Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non-GM classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School-wide Learning Measure	5%	5%	5%

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

* 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.

2.85

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 2.85 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. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

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 nineteen 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.

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mCLASS, etc).

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-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

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.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their “classes” have growth model data.



More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

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

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

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.

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

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.

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

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.

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's Individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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.

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook 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)
- Measures of Student Learning
 - Three measures of student learning as outlined in the RISE system
 - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
 - Assessments
 - Number of objectives
 - Population targets for objectives
 - Process steps
 - Weight of objectives
- Summative Scoring
 - Weights assigned to components of the summative model
 - Definition of groups of teachers for weighting purposes

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE (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”.

Superintendent

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning or retaining the leader and monitors the effectiveness of the personnel process throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on proficiencies and needs	<p>The superintendent has developed a system of job embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all" and there is little or no evidence of recognition of individual administrator needs.
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>

1.4	The superintendent Provides evidence of delegation and trust in subordinate leaders	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.	
1.5	The superintendent Provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.	The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>	

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.				
2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions</p>	<p>The superintendent specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but had not linked specific decisions to the data.</p> <p>The superintendent is unaware of or indifferent to the data.</p>
2.2	<p>The superintendent demonstrates evidence of student improvement through student achievement results</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance in areas of previous success; the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>Indifferent to the data, the superintendent blames students, families and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvements in student achievement.
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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.					
3.1	The superintendent models professional ethical, and respectful behavior at all times and expects the same behavior from others	The superintendent is an exemplary role model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to the school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with the members of the school community.
3.2	The superintendent organizes time and projects for effective leadership	<p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	Project management is haphazard or absent and there is little or no evidence of lists of milestones and deadlines.

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

4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus in the school community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions unsuccessful.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation	The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members when needed.	The superintendent has little communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members	<p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members and usually to garner support for the decisions made by the superintendent.	The superintendent rarely seeks input from the school board and tends to make unilateral decisions.
4.6	The superintendent provides the school board with written agenda and background material before each board meeting	The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses in student achievement issues and provides enough background material to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
5.0 Culture of Achievement -- The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.					
5.1	<p>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze school and corporation strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze school and corporation strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provided the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>
5.2	<p>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement</p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established but the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the school board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>
5.3	<p>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports</p>	<p>The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.</p>	<p>The superintendent does not set expectations and resources are not allocated in the basis of any identified needs of students.</p>
5.4	<p>The superintendent guides building level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning</p>	<p>The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and at home.</p>	<p>The superintendent sets clear expectations and provides support for administrators to regularly engage all families in supporting their children's learning at school and at home.</p>	<p>The superintendent establishes general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.</p>	<p>The superintendent does not set clear expectations or provide support for administrators to regularly communicate with all families on ways to support their children's learning at school and at home.</p>

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.0 Organizational, Operational and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data in curriculum, teaching practices and leadership practices	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including quantitative are used.</p> <p>Data sources include state, corporation, school and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	The pattern of decision making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices.	Some decisions are based on data, but others are the result of personal preference and tradition.	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>
6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>

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

Assistant Superintendent – Financial Services

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.0 Human Capital Manager						
2.1	Hiring and retention	The asst. supt. consistently considers the support staff's effectiveness when hiring, assigning and retaining the individual and monitors the effectiveness of the personnel process utilized throughout the school corporation.	The asst. supt. consistently considers the support staff's effectiveness when hiring, assigning and retaining the individual.	The asst. supt. occasionally considers the support staff's effectiveness when hiring, assigning and retaining the individual.	The asst. supt. rarely considers the support staff's effectiveness when hiring, assigning and retaining the individual.	
2.2	Professional Development	The asst. superintendent has developed a system of professional development that differentiates training and implementation based on individual needs	Some effort has been made to differentiate professional development to meet individual needs.	The asst. superintendent is aware of the differentiated needs of support staff directors, but professional development is only embedded in meetings	Professional development is typically "one size fits all" and has little or no evidence of recognition of individual needs.	
2.3	Evaluation of Staff	<p>The assistant superintendent uses a variety of creative ways to provide positive and corrective feedback to the directors.</p> <p>The entire corporation reflects the asst. superintendent's focus on accurate, timely and specific recognition</p>	The assistant superintendent provides formal feedback to the directors that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the team.	The assistant superintendent adheres to the corporation's personnel policies in providing positive feedback to the director team, although the feedback is just beginning to provide details that improve corporation performance.	<p>Formal feedback to the director team is nonspecific.</p> <p>The informal feedback is rare, nonspecific, and not constructive</p>	
2.4	The assistant supt. Provides evidence of delegation and trust in subordinate leaders	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	The assistant superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The assistant superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership					
2.1	Mission and Vision	The assistant superintendent fulfills the criteria for Level 3 and additionally revisits and discusses the vision and mission to ensure appropriateness and rigor.	The assistant superintendent supports the school-wide vision and mission by defining specific measurable and rigorous goals that align with the vision and mission.	The assistant superintendent supports the school-wide vision and mission, but makes key decisions without alignment to the vision and mission.	The assistant supt. does not support a school-wide vision and mission by failing to implement the vision and mission as evidenced by a lack of staff awareness.
2.2	Classroom Observations	The assistant superintendent fulfills the criteria for Level 3 and, when requested, additionally helps create systems and schedules ensuring staff members are frequently observed and these observations are understood by the assistant superintendent, staff and students to be a priority.	The assistant superintendent uses classroom observations to support student academic by visiting any staff member as requested by the primary evaluator and provides prompt feedback to staff aimed at improving student outcomes.	The assistant superintendent uses classroom observations to support student academic achievement by occasionally visiting classrooms and talking to staff regarding instruction.	The assistant superintendent does not use classroom observations to support student academic achievement by rarely or never visiting classrooms and talking to staff to observe instruction.
2.3	Staff Collaboration	The assistant superintendent fulfills the criteria for Level 3 and additionally monitors collaborative efforts to ensure a constant focus on student learning that aids in tracking best collaborative practices to solve specific challenges;	The assistant superintendent supports staff collaboration by establishing a culture of collaboration with student learning and achievement at the center as evidenced by encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;	The assistant superintendent supports staff collaboration but without a clear or explicit focus on student learning and achievement.	The assistant superintendent does not support staff collaboration by failing to establish or support a culture of collaboration by discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.0 Personal Behavior						
3.1	Professionalism	The assistant superintendent is an exemplary role model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the assistant superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the assistant superintendent has not responded to the school community members with acceptable levels of professionalism.	The assistant superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with the members of the school community.	
3.2	Time Management	Personal organization allows the assistant superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.	The use of organizational development tools is evident by supporting documentation provided by the assistant superintendent.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.	Project management is haphazard or absent and there is little or no evidence of lists of milestones and deadlines.	
3.3	Initiative and Persistence	The assistant superintendent fulfills the criteria for Level 3 and additionally exceeds typical expectations to accomplish ambitious goals by regularly identifying, communicating, and addressing the school's most significant obstacles to school success.	The assistant superintendent displays initiative and persistence by consistently achieving expected goals and taking on voluntary responsibilities that contribute to school success.	The assistant superintendent displays initiative and persistence by occasionally achieving expected goals and occasionally taking on additional, voluntary responsibilities that contribute to school success.	The assistant superintendent does not display initiative and persistence by rarely or never achieving expected goals or rarely or never taking on additional, voluntary responsibilities that contribute to school success.	

Indicator:		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships					
4.1	Communication with Staff	The assistant superintendent fulfills the criteria for Level 3 and additionally monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	The assistant superintendent skillfully and clearly communicates by messaging key concepts, such as the school's goals, needs, plans, success, and failures and interacting with a variety of stakeholders, including students, families, community groups, central office, staff associations, etc.	The assistant superintendent skillfully and clearly communicates by messaging most, but not all, key concepts and interacting with a variety of stakeholders but not yet reaching all invested groups and organizations.	The assistant superintendent does not skillfully and clearly communicate by failing to interact with a limited number of stakeholders and failing to reach several key groups and organizations.
4.2	Communication with School Board	The assistant superintendent fulfills the criteria for Level 3 and additionally creates an environment where input and feedback from all board members are both sought and encouraged.	The assistant superintendent communicates and seeks input from all board members on a frequent basis.	The assistant superintendent communicates and seeks input from a few board members when needed.	The assistant superintendent rarely communicates and seeks input with the school board and tends to make unilateral decisions.
4.3	Role of the Assistant Superintendent Regarding Controversial Issues	The assistant superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus in the school community in a constructive and respectful manner.	The assistant superintendent employs a non-confrontational approach to resolve conflicts and forges consensus in a constructive and respectful manner.	The assistant superintendent employs a limited number of strategies to resolve conflicts and forge consensus in the school community with limited success.	The assistant superintendent does not respond to conflict in a solution-based and/or respectful manner and attempts at consensus building are unsuccessful.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
5.0 Organizational and Operational Management						
5.1	Responsible Fiscal Stewardship	The assistant superintendent fulfills the criteria for Level 3 and additionally saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.	The assistant superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The assistant superintendent limited proficiency in using the budget to focus on strategic priorities.	The assistant superintendent has little proficiency in sound budgetary practices.	
5.2	Principles of School Finance	The assistant superintendent fulfills the criteria for Level 3 and additionally projects the impact on the school corporation of increases or decreases in revenue and expenditures as well recognizing significant social, demographic, and economic changes.	The assistant superintendent understands and the principles of school finance by consistently analyzing and identifying major sources of revenue and consistently estimating and identifying expenditures.	The assistant superintendent understands and demonstrates the principles of school finance by occasionally analyzing and identifying major sources of revenue and occasionally estimating and identifying expenditures.	The assistant superintendent rarely or never identifies or analyzes the major sources of revenue for public schools and rarely or never applies various techniques for estimating and identifying expenditures.	
5.3	Budgeting and Financial Planning	The assistant superintendent fulfills the criteria for Level 3 and additionally interprets and identifies internal and external influences on the budget and prepares a school budget based on hypothetical data.	The assistant superintendent understands the principles of public school budgeting by establishing a budget calendar, analyzing enrollment and personnel projections, and complying with the deadlines established for publishing purposes.	The assistant superintendent understands the principles of public school budgeting by establishing a budget calendar, analyzing enrollment and personnel projections..	The assistant superintendent rarely or never develops a budget calendar to meet the time restraints of budget preparation nor does he analyze the various approaches to enrollment and personnel projections.	
5.4	Legal Requirement	The assistant superintendent demonstrates an understanding of the legal standards and board policy requirements of the school corporation and consistently adheres to those standards and requirements.	The assistant superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The assistant superintendent is not respectful of legal standards and/or board policy requirements.	The assistant superintendent is unaware of the legal standards and board policy requirements.	

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)
1.3 Human Capital Manager				
1.1.1 Hiring and retention	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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). 	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> 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 teachers; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal does not prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> 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 procedures outlined in the corporation evaluation plan for staff members.

² 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	Strategic assignment ³	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses. 	Principal uses staff placement to support instruction by: <ul style="list-style-type: none"> - Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; - Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	Principal uses staff placement to support instruction by: <ul style="list-style-type: none"> - Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	Principal <u>does not</u> use staff placement to support instruction by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

³ This indicator obviously assumes there is ability of leader to make these decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	Mission and vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not support teacher collaboration by:</p> <ul style="list-style-type: none"> 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	1) Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Insufficient (1)
1.3 Leading Indicators of Student Learning				
1.3.1 Planning and Developing Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; Working with teachers only occasionally throughout the year to measure progress towards goals; Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	<p>Principal does not support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2 Rigorous Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities.

2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> - 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.
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Completion	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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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.

Chief Officer	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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	Principal establishes academic rigor by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

Domain 1: Special Education Legal and Compliance

Indicator	Highly Effective(4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	Score	Subtotal
1. Special Education Legal and Compliance <i>Ensures that the corporation adheres to and is in compliance with all state and federal requirements regarding the provision of special education services and programs.</i>						
1.1 IDEA	<p>Ensures that corporation performance reflects a consistent record of improvement by setting high expectations for administrators and staff.</p> <p>Meets 100% of the 20 compliance and performance indicators reviewed by DOE.</p> <p>Ensures that the corporation receives an annual determination of "Meets Requirements" from DOE.</p> <p>Part B 611 and 619 funding is not jeopardized by noncompliance issues.</p>	<p>Provides monitoring of federal performance indicators to ensure a consistent record of corporation performance.</p> <p>Meets 80% or more of the 20 compliance and performance indicators reviewed by DOE.</p> <p>Ensures that the corporation receives an annual determination of "Meets Requirements or Needs Assistance" from DOE. For noncompliant areas, corrective action plans are developed with immediate and intensive training and ongoing monitoring for compliance.</p> <p>Part B 611 and 619 funding is not jeopardized by noncompliance issues.</p>	<p>Provides limited training and support to staff regarding meeting federal compliance indicators.</p> <p>Meets 60% of the 20 compliance and performance indicators reviewed by DOE.</p> <p>The corporation receives an annual determination of "Needs Assistance or Intervention" from DOE. Corrective action plans are developed but training and implementation is minimal.</p> <p>Part B 611 and 619 funding is jeopardized by noncompliance issues.</p>	<p>Does not set expectations or provide support to enable staff to demonstrate compliance on federal indicators.</p> <p>Meets less than 60% of the 20 compliance and performance indicators reviewed by DOE.</p> <p>The corporation receives an annual determination of "Need Substantial Intervention" from DOE. No corrective action plans are developed or implemented.</p> <p>Part B 611 and 619 funding is adversely impacted by compliance issues.</p>		
1.2 Article 7	<p>Provides accurate and timely training and support to corporation staff regarding compliance with prevailing legal requirements and the implementation of compliant programs for students.</p>	<p>Provides support to staff regarding the implementation of legally compliant programs for students.</p>	<p>Provides limited training and support to staff regarding legal requirements and the corresponding implementation of legally compliant student programs.</p>	<p>Does not provide the requisite support to staff to ensure legally compliant special education programs.</p>		
1.3 Documentation	<p>Ensures that all required state and federal special education reports, applications, and audits are completed in a timely manner and accurately reflect the status and needs of the corporation.</p>	<p>Completes required state and federal special education reports, applications and audits in a timely manner.</p>	<p>Some required state and federal special education reports and applications are not submitted or are submitted after the deadline.</p>	<p>Does not complete required state and federal special education reports and applications within required timelines and lack the degree of documentation needed to convey the needs of the corporation.</p>		

Domain 2: Instructional Leadership

Indicator	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	Score	Subtotal
2.1 Curriculum: Ensures that instructional staff design effective and rigorous standards-based units of instruction based on student IEPs.						
2.1.1: Academic standards, core curriculum and IEP unit design	Empowers instructional staff to employ strategies that create rigorous standards based instruction that are aligned to core curriculum, alternate curriculums, and IEP goals and objectives. Models, monitors and assesses progress, provides feedback, and connects staff to additional supports, as needed.	Provides support and assistance to learn and employ effective strategies aligned to core curriculum, alternate curriculums, IEP goals and objectives. Monitors and assesses progress providing feedback, as necessary.	Does not monitor curriculum materials or instruction. Provides limited training and/or support to instructional staff to employ effective strategies for ensuring well-designed IEP units of study based on goals and objectives.	Does not set expectations for curriculum, IEP units of study based on goals and objectives, or provide adequate resources or support.		
2.1.2: Lesson Development Supports	Supports instructional staff to collaborate with general education, special education, and ancillary staff on well-structured lessons with appropriate student engagement, pacing, sequence, materials, technologies, grouping, accommodations and modifications.	Encourages instructional staff to establish lessons with appropriate student engagement, pacing, sequence, activities, materials, technologies, grouping, accommodations and modifications.	Provides limited training on how to establish lessons, and/or does not consistently identify and/or address evidence of weak strategies. Does not ensure that IEP accommodations and modifications are followed.	Does not state expectations to ensure well-structured lessons, does not provide training or support.		
2.2 Instruction: Ensures that instructional staff work productively with building administrators and teaching staff in support of student IEP implementation and standardized units of instruction, as applicable.						
2.2.1 Instructional Practices	Ensures that instructional staff identify and are able to model effective teaching strategies and practices that help staff improve instructional practice	Ensures that instructional staff identify a variety of teaching strategies and practices when observing classrooms and reviewing unit plans	Only occasionally looks for evidence that staff are identifying effective teaching strategies and practices	Does not look for evidence that staff identify effective teaching strategies		
2.2.2 Quality of Effort and Work	Sets and models high expectations for administrators and teachers for quality content, student effort, and student work per IEP goals and objectives	Sets high expectations for instructional staff to implement quality content, student effort, and student work per IEP goals and objectives	May set high expectations for quality of content, student effort, and student work per IEP goals and objectives, but allows expectations to be inconsistently applied across the buildings or classrooms.	Does not set high expectations for the quality content, student effort, and/or student work district-wide.		
2.2.3 Diverse Learners	Ensures that instructional staff are able to identify as well as model a variety of teaching strategies and practices that meet the needs of diverse learners	Ensures that instructional staff identifies and utilizes teaching strategies and practices that meet the needs of diverse learners.	Only occasionally looks for evidence that instructional staff are identifying effective teaching that is appropriate for diverse learners	Does not look for evidence that instructional staff identify effective teaching strategies that are appropriate for diverse learners		

Domain 2: Instructional Leadership (continued)

Indicator	Highly Effective(4)	Effective(3)	Improvement Needed(2)	Ineffective(1)	Score	Subtotal
2.3 Assessment: Ensures all instructional staff use a variety of formal and informal methods and assessments to measure student learning, growth and understanding (i.e. IEP goals) and use data analysis to make necessary adjustments to their practices.						
2.3.1 Variety of Assessments	Leads instructional staff to develop and implement comprehensive assessment strategies that include summative and formative assessments that are aligned with IEP goals and objectives	Supports instructional staff in using a variety of formal and informal methods and assessments that are aligned with IEP goals and objectives	Provides instructional staff with some formal assessment options, suggesting they coordinate assessment practices	Does not communicate or monitor a strategy for assessments, leaving it up to instructional staff to design and implement their own strategies		
2.3.2 Data Analysis and Integration	Leads, plans, facilitates, and supports administrators and instructional staff in reviewing of assessments and progress monitoring of goals and objectives.	Provides resources for review of goals and objectives to identify appropriate interventions.	Suggests that instructional staff meet to review goals, objectives, progress monitoring and plan for interventions.	Does not encourage or facilitate instructional staff to review goals, objectives, or data.		
2.4 Staff Evaluations: Provides effective and timely supervision and evaluation of staff in alignment with state regulations and contract provisions.						
2.4.1 Observation and Feedback	Makes regular announced and unannounced visits to classrooms or other instructional settings to observe instructional practices. Engages in conversations about improvement, celebrates effective practice, and provides targeted support to staff whose practice is less than proficient.	Makes regular announced and unannounced visits to classrooms to observe instructional practice. Provides redirection and support for those whose practice is less than proficient.	Makes infrequent visits to classrooms to observe instructional practice.	Rarely conducts visits to classrooms to observe instructional practice.		
2.4.2 Performance Ratings	Exercises reliable judgment in assigning performance ratings for staff impact on student learning. Ensures that staff understands why they received their ratings. Provides timely feedback to building administrators regarding performance of staff in their buildings. Collaborates with building level administrators to develop effective improvement plans for staff.	Exercises reliable judgment in assigning performance ratings for staff impact on student learning. Provides timely feedback to building administrators.	Assigns ratings for staff performance that is not consistently transparent to staff or administrators.	Assigns ratings for staff performance, without sufficient and/or appropriate data or does not assign ratings.		

Domain 3: Management of Operations

Indicator	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	Score	Subtotal
3.1 Environment: <i>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional/social needs:</i>						
3.1.1 Plans, Procedures, and Routines	Collaborates and promotes district-wide systems, plans, procedures, and routines that empower administrators and staff to effectively and efficiently manage students and perform expected job responsibilities, maximizes instructional time and limits distractions for students and staff	Collaborates with administrators and staff about systems, plans, procedures, routines for schools that generally ensure orderly and efficient instructional days.	May collaborate with administrators about systems, plans, and routines but does not consistently monitor implementation or effectiveness.	Does not collaborate with district administrators to effectively and efficiently manage students.		
3.1.2 Student Safety, Health, Social/Emotional Needs	Develops and collaborates with building level administrators and staff on school-wide positive behavior supports and practices that consistently showcase high expectations for students and staff to preserve safety and emotional well-being.	Collaborates with building level administrators and staff on school-wide positive behavior supports, including routines and to prevent negative social well-being.	Collaborates with building level administrators to demand good student behavior but allows varying standards to exist in different schools	Does not collaborate with building level administrators about student discipline and practice varies from school to school		
3.2 Human Resources: <i>Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</i>						
3.2.1 Recruitment and Hiring Strategies	Assists building level administrators in the recruitment and hiring processes, helps determine job expectations and monitors appropriate licensure of special education staff.	Assists building level administrators in the recruitment and hiring processes and monitors appropriate licensure of special education staff.	Limited involvement in the hiring process. Licensure requirements not closely monitored or enforced.	Teachers hired without appropriate licensure.		
3.2.2 Professional Development Growth and Career Growth	Facilitates administrator-led design and implementation of professional development and career growth that is aligned with district goals and Board policies. Monitors critical areas of need and ensures the availability of options for professional growth and development.	Provides professional development to all staff. Monitors critical areas of need and ensures the availability of options for professional growth and development.	Develops limited professional development that is not consistently high-quality or aligned with goals	Does not support professional development and/or support the career growth of effective educators		

Domain 3: Management and Operations (continued)

Indicator	Highly Effective(4)	Effective(3)	Improvement Needed(2)	Ineffective(1)	Score	Subtotal
3.4 Ethics Practices: <i>Understands and complies with state and federal laws and mandates, and ethical guidelines</i>						
3.4.1 Ethical Behavior	Exceptional sound judgment that reflects integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively builds an ethical culture through modeling and training.	Reliably demonstrates sound judgment that reflects integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately.	Demonstrates occasional lapses in judgment that does not compromise the organization, but could compromise the integrity of the leadership position if not resolved or is repeated	Demonstrates lack of sound judgment that compromises the organization and/or leadership integrity and trust		
3.5 Fiscal Systems: <i>Develops a budget that supports corporation policy and goals; allocates and manages expenditures consistent with district and school-level goals with available resources</i>						
3.5.1 Fiscal Systems	Leads in the development and management of district budgets that align with state requirements, Board policy and district goals. Uses budget limitations to create new opportunities for improvement when possible. Models expenditures consistent with district and school-level goals.	Develops a budget that aligns with State requirements, Board policy and district goals. Allocates and manages expenditures consistent with available resources	Develops a budget that is loosely aligned with the corporation's vision, mission, and goals with available resources. Tax management of funds compromises budgets and fiscal responsibility	Budgets are mishandled and/or resources are overextended		
3.6 Communication: <i>Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</i>						
3.6.1 Two-Way Communication	Sets clear expectations for and provides differentiated support to ensure that employees design and implement frequent personalized communications to families, soliciting feedback that informs school improvement.	Sets expectations to communicate regularly using two-way communication channels. Supports instructional staff to maximize the number of face-to-face family/teacher interactions.	Sets expectations to communicate with families, but does not stress the importance of two-way communication; contact regarding student learning and performance primarily occurs through school newsletters and other one-way media	Does not set clear expectations to communicate with families; communication regarding student learning and performance primarily occurs through school report cards.		
3.6.2 General Communication Skills	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills; effective communicator at Administrative and School Board meetings.	Demonstrates adequate interpersonal, written, and verbal communication skills.	May demonstrate adequate interpersonal, written, and verbal communication skills, but has difficulty expressing ideas to stakeholders	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.		

Domain 3: Management and Operations (continued)

Indicator	Highly Effective(4)	Effective(3)	Improvement Needed(2)	Ineffective(1)	Score	Subtotal
3.8 Sharing Responsibility: <i>Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</i>						
3.8.1 Student Supports at School, Home, and Community	<p>Provides resources and support to identify student academic, social, emotional and behavioral needs. Collaborates to prevent further challenges, connecting students and families with a network of resources within and outside the district.</p> <p>Successfully engages families, ensuring they can contribute to home, classroom, school, and district effectiveness.</p> <p>Sets clear expectations that engage and provide differentiated resources to families to encourage learning both at home and school.</p> <p>Builds on strategic partnerships with community organizations and businesses that improve corporation effectiveness.</p>	<p>Provides administrators and instructional staff with resources to identify student academic, social, emotional, and behavioral needs.</p> <p>Sets expectations for administrators and teachers that encourage learning both at school and at home.</p> <p>Provides resources that families can utilize in the home to support learning that is occurring outside of school.</p> <p>Works to identify and remove barriers to family involvement.</p> <p>Engages in ongoing relationships with community organizations and businesses that support corporation effectiveness.</p>	<p>Asks administrators and instructional staff to identify students struggling academically or behaviorally, but utilizes a limited set of resources or does not follow through on referrals</p> <p>Sets general expectations to encourage learning both at school and at home.</p> <p>Provides some resources, but does not consistently work to identify and remove barriers to family involvement.</p> <p>Engages with some community organizations and/or businesses in sporadic events, but does not make efforts to maximize contributions for corporation effectiveness.</p>	<p>Does not support educators to identify student needs, and/or does not draw upon internal or external resources.</p> <p>Does not set clear expectations or provide support for student learning at school and at home.</p> <p>Limited involvement with families.</p> <p>Limits work to the immediate context of the schools. Makes little effort to reach out to community organizations or businesses that could otherwise contribute to corporation effectiveness.</p>		

Domain 4: Core Professionalism

Indicator	Does Not Meet Standard	Meets Standard
4.1 Attendance	Demonstrates a pattern of unexcused absences.	Has not demonstrated a pattern of unexcused absences
4.2 On-Time Arrival	Demonstrates a pattern of unexcused late arrivals. (late arrivals that are in violation of procedures set forth by local school policy).	Has not demonstrated a pattern of unexcused late arrivals. (late arrivals that are in violation of procedures set forth by local school policy)
4.3 Policies and Procedures	Demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.	Demonstrates a pattern of following state, corporation, and school policies and procedures.
4.4 Respect	Demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Director of Alternative Education

DOMAIN 1: ACADEMIC ACHIEVEMENT

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

DOMAIN 2: Teacher Effectiveness

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Instructional time	<p>At Level 4, a Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Director supports instructional time by:</p> <ul style="list-style-type: none"> 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. 	<p>Director supports instructional time by:</p> <ul style="list-style-type: none"> 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. 	<p>Director <u>does not</u> support instructional time by:</p> <ul style="list-style-type: none"> 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.
3.2	Evaluation of teachers	<p>At Level 4, a Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures in consistently improve the evaluation process. 	<p>Director prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> 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 	<p>Director prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> 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. 	<p>Director <u>does not</u> prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> 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 procedures outlined in the corporation evaluation plan for staff members.
3.3	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Director addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> 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 	<p>Director addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Director <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> 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.		ineffective teachers.	
3.4	Delegation	<p>At Level 4, a director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>Director delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	<p>Director delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	<p>Director <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	

DOMAIN 3: Professional Leadership:

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	The Director establishes professional goals and pursues opportunities to grow professionally.	The Director's professional goals are evidenced in improved personal, professional, and program development; and is an active member of one or more professional organizations or networks.	Professional goals are developed, and the Director often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The Director infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The Director does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
4.2	The Director takes a leadership role as an advocate within the alternative education program, the school district, and the community.	The Director provides consistent and effective leadership in the alternative education program, the school district, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The Director provides consistent and effective leadership in the alternative education program and the school district.	The Director inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The Director provides no leadership—either formal or informal—in the alternative education program, the school district, or the community.
4.3	The Director communicates and collaborates with key stakeholders to advocate for the success of all students and increase awareness of students' needs.	The Director demonstrates effective communication skills and collaboration with key stakeholders from a variety of backgrounds. The director demonstrates a direct impact of these collaborative activities on students.	The Director demonstrates effective communication skills and collaboration with key stakeholders from a variety of backgrounds.	The Director is inconsistent in communication and collaborative engagement, OR is effective with only a very small population to the detriment of others.	The Director is an ineffective communicator and is disengaged with key stakeholders.
4.4	The Director adheres to ethical standards of the administration, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The Director always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The Director typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The Director typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The Director has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
4.5	The Director plans, organizes and delivers an effective alternative education program (within the resources of the school and corporation).	The alternative education program is comprehensive in addressing the academic, career, and personal/social development of all students. The director demonstrates student outcome data that are directly attributable to the alternative education program.	The alternative education program consistently builds the academic, career, and personal/social development of most students in the program, supporting at least some of this with student outcome data.	The alternative education program serves some students and lacks data to support effectiveness. The director is not demonstrating initiative to improve the school alternative education program.	The alternative education program is ineffective and the director 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	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;

DOMAIN 1: PURPOSEFUL PLANNING

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
1.2	Director of eLearning is deeply knowledgeable of the district's vision and aligns training and projects accordingly.	Director of eLearning demonstrates thorough knowledge of the district's vision.	Director of eLearning demonstrates basic knowledge of the district's vision.	Director of eLearning demonstrates little or no knowledge of the district's vision.	
1.1	Director of eLearning's content knowledge of tech integration and use is deep and wide; coach is regarded as an expert by colleagues.	Director of eLearning's content knowledge in the area of tech integration and use is in-depth.	Director of eLearning demonstrates basic knowledge in area of technology integration and use.	Director of eLearning demonstrates little or no familiarity with tech integration and use.	
1.3	Director of eLearning goals are highly coherent, taking into account the needs and challenges of the faculty.	Director of eLearning goals are well designed to support teachers in their technology integration.	Director of eLearning goals are guiding principles, but some of them do not fit with the broader needs of the faculty.	Director of eLearning goals are random and are not aligned to faculty needs.	
1.4	Director of eLearning actively seeks out new resources from a wide range of resources to enrich teachers' skills in implementing digital learning.	Director of eLearning is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Director of eLearning demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Director of eLearning demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	

DOMAIN 2: EFFECTIVE INSTRUCTION & DELIVERY OF SERVICE

Competency	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
2.1	The quality of the Director of eLearning's professional development opportunities are uniformly high and appropriate to the needs of the teachers being served. The Director of eLearning conducts follow-up work with teachers.	The quality of the Director of eLearning's professional development opportunities are uniformly high and appropriate to the needs of the teachers being served.	The quality of the Director of eLearning's professional development opportunities is mixed, with some of them being appropriate to the needs of the teachers being served.	Director of eLearning's professional development opportunities are of poor quality or are not appropriate to the needs of the teachers being served.	
2.2	Director of eLearning continually communicates and assists teachers in order to support digital classroom learning environments.	Director of eLearning communicates and supports teachers with research for implementing digital learning environments.	Director of eLearning occasionally communicates and assists teachers in implementing digital learning.	Director of eLearning does not communicate or support teachers with implementing digital learning.	
2.3	Director of eLearning manages time effectively, is sensitive to the demands on teachers' time, and collaborates to maximize professional learning time together.	Director of eLearning manages time effectively, is aware of the demands of teachers' time, and values collaborative professional learning time.	Director of eLearning attempts to manage time effectively and overlooks the demands of teachers' time and the need for collaborative professional learning time.	Director of eLearning does not manage time effectively and is unaware of the demands of teacher time and the need for collaborative professional learning time.	
2.4	Director of eLearning's self-reflection is highly perceptive and supports teacher improvement.	Director of eLearning utilizes self-reflection and supports teacher improvement.	Director of eLearning's self-reflection is rare and or does not support teacher improvement.	Director of eLearning does not reflect on practice or the reflections are inaccurate or self-serving.	
2.5	Director of eLearning is perceptive of personal learning needs and pursues opportunities for professional growth.	Director of eLearning pursues and participates in opportunities for professional growth.	Director of eLearning rarely participates in opportunities for professional growth.	Director of eLearning does not participate in opportunities for professional growth.	

DOMAIN 3: LEADERSHIP

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
3.1	Director of eLearning has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the Director. Relationships with the Director are highly respectful and trusting, fostering a collaborative environment.	Director of eLearning promotes a culture of professional inquiry in which teachers seek assistance in improving their digital instruction skills. Relationships with the Director are respectful, fostering a collaborative environment.	Director of eLearning is unaware of how to promote a culture of professional inquiry or lacks the ability to foster a respectful, collaborative environment.	Director of eLearning does not promote a culture of professional inquiry and lacks the ability to foster a respectful, collaborative environment.	
3.2	Director of eLearning collaborates with classroom teachers to provide professional learning opportunities, conducting extensive follow-up with teachers.	Director of eLearning collaborates with classroom teachers to provide professional learning opportunities and follows up.	Director of eLearning collaborates with classroom teachers when specifically asked to do so and or does not follow up.	Director of eLearning declines to collaborate with classroom teachers.	
3.3	Director of eLearning recognizes, creates, and supports opportunities for staff members to share knowledge of specialty areas.	Director of eLearning recognizes and creates opportunities for staff members to share knowledge of specialty areas.	Director of eLearning recognizes or creates opportunities for staff members to share knowledge of specialty areas.	Director of eLearning does not recognize or create opportunities for staff members to share knowledge of specialty areas.	

DOMAIN 4: Online Learning

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
4.1	Director of eLearning leads the development and implementation of an online learning environment that best supports the needs of DCSC students. The Director of eLearning proactively collaborates with other stakeholders to determine the needs for new and/or modified online learning and blended learning systems and leads the implementation of strategies to meet those needs.	Director of eLearning leads the development and implementation of an online learning environment for DCSC students. The Director of eLearning collaborates with other stakeholders to determine the needs for new and/or modified online learning and blended learning systems and manages the implementation of strategies to meet those needs.	Director of eLearning assists with the development of an online learning environment for DCSC students, but does not consistently lead the development and implementation strategies. The Director of eLearning occasionally collaborates with stakeholders and helps manage the implementation, but often needs prompted or directed to complete specific tasks.	Director of eLearning does not effectively lead the development or implementation of an online learning environment for DCSC students. The Director of eLearning does not effectively collaborate with stakeholders and does not effectively manage the implementation.	
4.2	The Director of eLearning ensures that teachers have the academic and technical support needed to successfully facilitate online classes and blended learning environments.	The Director of eLearning ensures that teachers have the technical support needed to successfully facilitate online classes and blended learning environments and regularly supports their academic needs.	The Director of eLearning provides technical and academic support to teachers of online classes and blended learning environments but fails to address many of the teacher needs.	The Director of eLearning fails to provide effective technical and academic support to teachers of online classes and blended learning environments.	

4.3	The Director of eLearning is a recognized leader among state and national organizations related to online learning.	Director of eLearning proudly and willingly serves as the district liaison for state and national organizations related to online learning and actively participates in discussions, meetings, and professional organizations that help promote online learning in education.	The Director of eLearning minimally serves as the district liaison for state and national organizations related to online learning.	Director of eLearning does not serve as the district liaison for state and national organizations related to online learning.	
4.4	The Director of eLearning evaluates the quality and effectiveness of online classes and blended learning resources and demonstrates measurable gains on clearly defined learning objectives.	The Director of eLearning regularly evaluates the quality and effectiveness of online classes and blended learning resources and makes improvements as needed.	The Director of eLearning evaluates the quality and effectiveness of online classes and blended learning resources but does make improvements based on the data gathered.	The Director of eLearning does not regularly evaluate the quality and effectiveness of online classes and blended learning resources.	

Director of Academic Services

Domain 1: Teacher Effectiveness

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager				
1.1.2 Evaluation of teachers	At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	The Director of Academic Services prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of assigned staff in each building Following processes and procedures outlined in the corporation evaluation plan for all staff members assigned 	The Director of Academic Services prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of assigned staff in each building Following most processes and procedures outlined in the corporation evaluation plan for all staff members assigned. 	The Director of Academic Services does not prioritize and apply teacher evaluations by: <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of assigned staff in each building Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members assigned.
1.1.3 Professional development	At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> 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. 	The Director of Academic Services orchestrates professional learning opportunities by: <ul style="list-style-type: none"> 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. 	The Director of Academic Services orchestrates aligned professional learning opportunities tuned to staff needs by: <ul style="list-style-type: none"> 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. 	The Director of Academic Services does not orchestrate aligned professional learning opportunities tuned to staff needs by: <ul style="list-style-type: none"> 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.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.5	Delegation	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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.
1.1.7	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>The Director of Academic Services <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – 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.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1 Mission and vision	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Defining long, medium, and short-term application of the vision and/or mission; - Monitoring and measuring progress toward the district'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 district's vision and/or mission fully within the district and that spreads to other stakeholder groups. 	<p>The Director of Academic Services supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> - 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 district's vision and/or mission; - Ensuring all key decisions are aligned to the vision and/or mission; - Cultivating commitment to and ownership of the district'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. 	<p>The Director of Academic Services supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> - 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 district's vision and/or mission that encapsulates some, but not all, teachers and students. 	<p>The Director of Academic Services does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> - Failing to adopt a district-wide instructional vision and/or mission; - Defining a district-wide instructional vision and/or mission that is not applied to decisions; - Implementing a district-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	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems and schedules ensuring all teachers assigned are frequently observed, and these observations are understood by the principal, the Director of Academic Services, 	<p>The Director of Academic Services uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> - Visiting all teachers assigned frequently (announced and unannounced) to observe instruction; - Frequently analyzing student performance data with teachers assigned to drive instruction and 	<p>The Director of Academic Services uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> - Occasionally visiting teachers assigned to observe instruction; - Occasionally analyzing student performance data to drive instruction evaluate instructional 	<p>The Director of Academic Services uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> - Rarely or never visiting teachers assigned 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 assigned or consistently providing feedback to teachers assigned that is completely unrelated to student outcomes.

		<p>teachers, and students to be an absolute priority;</p> <ul style="list-style-type: none"> - Monitoring the impact of feedback provided to teachers assigned. 	<p>evaluate instructional quality;</p> <ul style="list-style-type: none"> - Providing prompt and actionable feedback to teachers assigned aimed at improving student outcomes based on observations and student performance data. 	<p>quality;</p> <ul style="list-style-type: none"> - Providing inconsistent or ineffective feedback to teachers assigned and/or that is not aimed at improving student outcomes. 	
1.2.3	Teacher collaboration	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services supports teacher collaboration by:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services supports teacher collaboration by:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services <u>does not</u> support teacher collaboration by:</p> <ul style="list-style-type: none"> - 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.
Add (2.2 from Sup rubric)	The Director of Academic Services demonstrates evidence of student improvement through student achievement results.	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Ensuring a consistent record of improved student achievement exists on multiple indicators of student success. - Ensuring student success occurs not only on the overall averages, but in each group of historically disadvantaged students. - Explicit use of previous data indicates that the Director of Academic Services has focused on improving 	<p>Director of Academic Services supports student achievement by:</p> <ul style="list-style-type: none"> - Reaching the targeted performance goals for student achievement. - Improving the average of the student population and the achievement of each group of students that has previously been identified as needing improvement. 	<p>Director of Academic Services supports student achievement by:</p> <ul style="list-style-type: none"> - Providing some evidence of improvement, but there is insufficient evidence of changes in leadership, professional development and curriculum that will create the improvements necessary to achieve student performance goals. 	<p>Director of Academic Services <u>does not</u> support student achievement by:</p> <ul style="list-style-type: none"> - Being indifferent to the data, blaming students, families, and external characteristics - Believing that student achievement cannot improve. - Not taking decisive action to change curriculum, professional development, leadership practices, or other variables in order to improve student achievement.

		<p>performance. In areas of previous success, the Director of Academic Services aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>- Where new challenges emerge, the Director of Academic Services highlights the need, creates effective interventions, and reports improved results.</p>			
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Indicator	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	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> - 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 performance to drive the development of SLOs that appropriately take students' starting points into account; - Systematically working with teachers to monitor and revisit SLOs throughout year as 	<p>The Director of Academic Services supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> - 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; 	<p>The Director of Academic Services <u>does not</u> support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> - 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.

			<p>necessary.</p> <ul style="list-style-type: none"> - Utilizing a tracking tool to monitor school-wide progress on SLOs; - Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<ul style="list-style-type: none"> - 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	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - 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 performance 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. 	<p>The Director of Academic Services creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - 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.

Domain 2: Leadership Actions

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1 Professionalism	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; 	<p>The Director of Academic Services displays professionalism by:</p> <ul style="list-style-type: none"> Modeling professional, ethical, and respectful behavior at all times; Expecting colleagues to display professional, ethical, and respectful behavior at all times. 	<p>The Director of Academic Services supports professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding colleagues to professional, ethical, and respectful behavior expectations. 	<p>The Director of Academic Services <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding colleagues to professional, ethical, and respectful behavior expectations.
2.1.2 Time management	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized; 	<p>The Director of Academic Services manages time effectively by:</p> <ul style="list-style-type: none"> Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	<p>The Director of Academic Services manages time effectively by:</p> <ul style="list-style-type: none"> Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement. 	<p>The Director of Academic Services manages time effectively by:</p> <ul style="list-style-type: none"> Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;
2.1.3 Using feedback to improve student performance	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Developing and 	<p>The Director of Academic Services uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> Actively soliciting feedback 	<p>The Director of Academic Services uses feedback to improve student performance by:</p>	<p>The Director of Academic Services <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> Regularly avoiding or devaluing feedback; Rarely or never applying feedback to

		<p>implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</p> <ul style="list-style-type: none"> - 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. 	<p>and help from all key stakeholders;</p> <ul style="list-style-type: none"> - Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<ul style="list-style-type: none"> - 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. 	<p>shape priorities.</p>	
2.1.4	Initiative and persistence	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the district's most significant obstacles to student achievement; - Engaging with key stakeholders at the state level, and within the local community to create solutions to the district's most 	<p>The Director of Academic Services displays initiative and persistence by:</p> <ul style="list-style-type: none"> - 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 district's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing 	<p>The Director of Academic Services displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to district success; - Occasionally taking risks to support students in achieving results by attempting to remove the district's most significant obstacles to student achievement; - Infrequently seeking out potential 	<p>The Director of Academic Services <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to district success; - Rarely or never taking risks to support district in achieving results; - Never seeking out potential partnerships. 	

		significant obstacles to student achievement.	student achievement.	partnerships with groups and organizations with the intent of increasing student achievement.	
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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	Culture of urgency	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; 	<p>The Director of Academic Services creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Aligning the efforts of parents, teachers, and other stakeholders to a shared understanding of academic expectations; Leading a relentless pursuit of these expectations. 	<p>The Director of Academic Services creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Aligning major efforts of teachers to the shared understanding of academic expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations. 	<p>The Director of Academic Services <u>does not</u> create an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Failing to align efforts of teachers to a shared understanding of academic expectations; Failing to identify the efforts of teachers, thus unable to align these efforts.
2.2.2	Communication	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>The Director of Academic Services skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> Messaging key concepts, such as the district's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including families, community groups, teacher associations, etc; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	<p>The Director of Academic Services skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> 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. 	<p>The Director of Academic Services <u>does not</u> skillfully and clearly communicate by:</p> <ul style="list-style-type: none"> 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	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - 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. 	<p>The Director of Academic Services <u>does not</u> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - 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.
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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				
2.3.1	<p>High expectations</p> <p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">- Incorporating community members and other partner groups into the establishment and support of high academic expectations;- Benchmarking expectations to the performance of the state's highest performing schools;- Creating systems and approaches to monitor the level of academic expectations;	<p>The Director of Academic Services creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none">- Empowering teachers and staff to set high and demanding academic expectations for every student;- Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	<p>The Director of Academic Services creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none">- Setting clear expectations for student academics but occasionally failing to hold students to these expectations;- Setting expectations but failing to empower teachers to set high expectations for students' academic	<p>The Director of Academic Services <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none">- Accepting poor academic performance- Failing to set high expectations or sets unrealistic or unattainable goals.

2.3.2	Academic rigor	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>The Director of Academic Services establishes academic rigor by:</p> <ul style="list-style-type: none"> – Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>The Director of Academic Services establishes academic rigor by:</p> <ul style="list-style-type: none"> – Creating academic goals that are nearing the rigor required to meet the –district's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity. 	<p>The Director of Academic Services <u>has not</u> established academic rigor by:</p> <ul style="list-style-type: none"> – 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	<p>At Level 4, the Director of Academic Services fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services utilizes data by:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services utilizes data by:</p> <ul style="list-style-type: none"> – 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. 	<p>The Director of Academic Services <u>does not</u> utilize data by:</p> <ul style="list-style-type: none"> – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans. 	

DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

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

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

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

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

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

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

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

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 Domains		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Human Capital Manager					
3.1.1	Hiring and retention	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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). 	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions¹; 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.
3.1.2	Evaluation of teachers	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> 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 teachers; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal does not prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> 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 procedures outlined in the corporation evaluation plan for staff members.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	Professional development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal orchestrates professional learning opportunities by:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> – 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal <u>does not</u> develop leadership and talent by:</p> <ul style="list-style-type: none"> – 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – 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. 	<p>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

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

³ This indicator obviously assumes there is ability of leader to make these decisions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2 Instructional Leadership				
3.2.1 Mission and vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> 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.
3.2.2 Classroom observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> 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.
3.2.3 Teacher collaboration	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not support teacher collaboration by:</p> <ul style="list-style-type: none"> 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the system and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; Working with teachers only occasionally throughout the year to measure progress towards goals; Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	<p>Principal does not support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	Rigorous Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	Principal does not support professionalism by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	Principal does not use feedback to improve student performance by: <ul style="list-style-type: none"> Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities.

2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> 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.
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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 behavioral 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal <u>has not</u> established academic rigor by:</p> <ul style="list-style-type: none"> - 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal <u>does not</u> utilize data by:</p> <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

DOMAIN 1: PURPOSEFUL PLANNING

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
1.2	Director of eLearning is deeply knowledgeable of the district's vision and aligns training and projects accordingly.	Director of eLearning demonstrates thorough knowledge of the district's vision.	Director of eLearning demonstrates basic knowledge of the district's vision.	Director of eLearning demonstrates little or no knowledge of the district's vision.	
1.1	Director of eLearning's content knowledge of tech integration and use is deep and wide; coach is regarded as an expert by colleagues.	Director of eLearning's content knowledge in the area of tech integration and use is in-depth.	Director of eLearning demonstrates basic knowledge in area of technology integration and use.	Director of eLearning demonstrates little or no familiarity with tech integration and use.	
1.3	Director of eLearning goals are highly coherent, taking into account the needs and challenges of the faculty.	Director of eLearning goals are well designed to support teachers in their technology integration.	Director of eLearning goals are guiding principles, but some of them do not fit with the broader needs of the faculty.	Director of eLearning goals are random and are not aligned to faculty needs.	
1.4	Director of eLearning actively seeks out new resources from a wide range of resources to enrich teachers' skills in implementing digital learning.	Director of eLearning is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Director of eLearning demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Director of eLearning demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	

DOMAIN 2: EFFECTIVE INSTRUCTION & DELIVERY OF SERVICE

Competency	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
2.1	The quality of the Director of eLearning's professional development opportunities are uniformly high and appropriate to the needs of the teachers being served. The Director of eLearning conducts follow-up work with teachers.	The quality of the Director of eLearning's professional development opportunities are uniformly high and appropriate to the needs of the teachers being served.	The quality of the Director of eLearning's professional development opportunities is mixed, with some of them being appropriate to the needs of the teachers being served.	Director of eLearning's professional development opportunities are of poor quality or are not appropriate to the needs of the teachers being served.	
2.2	Director of eLearning continually communicates and assists teachers in order to support digital classroom learning environments.	Director of eLearning communicates and supports teachers with research for implementing digital learning environments.	Director of eLearning occasionally communicates and assists teachers in implementing digital learning.	Director of eLearning does not communicate or support teachers with implementing digital learning.	
2.3	Director of eLearning manages time effectively, is sensitive to the demands on teachers' time, and collaborates to maximize professional learning time together.	Director of eLearning manages time effectively, is aware of the demands of teachers' time, and values collaborative professional learning time.	Director of eLearning attempts to manage time effectively and overlooks the demands of teachers' time and the need for collaborative professional learning time.	Director of eLearning does not manage time effectively and is unaware of the demands of teacher time and the need for collaborative professional learning time.	
2.4	Director of eLearning's self-reflection is highly perceptive and supports teacher improvement.	Director of eLearning utilizes self-reflection and supports teacher improvement.	Director of eLearning's self-reflection is rare and or does not support teacher improvement.	Director of eLearning does not reflect on practice or the reflections are inaccurate or self-serving.	
2.5	Director of eLearning is perceptive of personal learning needs and pursues opportunities for professional growth.	Director of eLearning pursues and participates in opportunities for professional growth.	Director of eLearning rarely participates in opportunities for professional growth.	Director of eLearning does not participate in opportunities for professional growth.	

DOMAIN 3: LEADERSHIP

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
3.1	Director of eLearning has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the Director. Relationships with the Director are highly respectful and trusting, fostering a collaborative environment.	Director of eLearning promotes a culture of professional inquiry in which teachers seek assistance in improving their digital instruction skills. Relationships with the Director are respectful, fostering a collaborative environment.	Director of eLearning is unaware of how to promote a culture of professional inquiry or lacks the ability to foster a respectful, collaborative environment.	Director of eLearning does not promote a culture of professional inquiry and lacks the ability to foster a respectful, collaborative environment.	
3.2	Director of eLearning collaborates with classroom teachers to provide professional learning opportunities, conducting extensive follow-up with teachers.	Director of eLearning collaborates with classroom teachers to provide professional learning opportunities and follows up.	Director of eLearning collaborates with classroom teachers when specifically asked to do so and or does not follow up.	Director of eLearning declines to collaborate with classroom teachers.	
3.3	Director of eLearning recognizes, creates, and supports opportunities for staff members to share knowledge of specialty areas.	Director of eLearning recognizes and creates opportunities for staff members to share knowledge of specialty areas.	Director of eLearning recognizes or creates opportunities for staff members to share knowledge of specialty areas.	Director of eLearning does not recognize or create opportunities for staff members to share knowledge of specialty areas.	

DOMAIN 4: Online Learning

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)	
4.1	Director of eLearning leads the development and implementation of an online learning environment that best supports the needs of DCSC students. The Director of eLearning proactively collaborates with other stakeholders to determine the needs for new and/or modified online learning and blended learning systems and leads the implementation of strategies to meet those needs.	Director of eLearning leads the development and implementation of an online learning environment for DCSC students. The Director of eLearning collaborates with other stakeholders to determine the needs for new and/or modified online learning and blended learning systems and manages the implementation of strategies to meet those needs.	Director of eLearning assists with the development of an online learning environment for DCSC students, but does not consistently lead the development and implementation strategies. The Director of eLearning occasionally collaborates with stakeholders and helps manage the implementation, but often needs prompted or directed to complete specific tasks.	Director of eLearning does not effectively lead the development or implementation of an online learning environment for DCSC students. The Director of eLearning does not effectively collaborate with stakeholders and does not effectively manage the implementation.	
4.2	The Director of eLearning ensures that teachers have the academic and technical support needed to successfully facilitate online classes and blended learning environments.	The Director of eLearning ensures that teachers have the technical support needed to successfully facilitate online classes and blended learning environments and regularly supports their academic needs.	The Director of eLearning provides technical and academic support to teachers of online classes and blended learning environments but fails to address many of the teacher needs.	The Director of eLearning fails to provide effective technical and academic support to teachers of online classes and blended learning environments.	

4.3	The Director of eLearning is a recognized leader among state and national organizations related to online learning.	Director of eLearning proudly and willingly serves as the district liaison for state and national organizations related to online learning and actively participates in discussions, meetings, and professional organizations that help promote online learning in education.	The Director of eLearning minimally serves as the district liaison for state and national organizations related to online learning.	Director of eLearning does not serve as the district liaison for state and national organizations related to online learning.	
4.4	The Director of eLearning evaluates the quality and effectiveness of online classes and blended learning resources and demonstrates measurable gains on clearly defined learning objectives.	The Director of eLearning regularly evaluates the quality and effectiveness of online classes and blended learning resources and makes improvements as needed.	The Director of eLearning evaluates the quality and effectiveness of online classes and blended learning resources but does make improvements based on the data gathered.	The Director of eLearning does not regularly evaluate the quality and effectiveness of online classes and blended learning resources.	



Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

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 - Checks for Understanding are planned throughout the lesson to give students feedback consistently. - Planning clearly shows leveled teacher responses for students who master content and for those who need intervention based upon CFUs consistently.	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans - Specific checks for understanding are planned throughout the lessons to determine each student's level of mastery and provide individual student feedback. - Planning sometimes shows leveled teacher responses for students who master content and for those who need intervention based upon the CFUs	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above - Teacher may plan the use of a CFU, but does not learn the level of mastery for each student or does not plan for a leveled response	Teacher rarely or never uses prior assessment data when planning. - There is no evidence of the use of assessment data (CFUs, test, or quiz data) to make instructional decisions in lesson plans. Teacher does not provide evidence of using data to form student groups or make instructional decisions.
Examples of possible evidence including but not limited to: evidence that re-teaching has occurred on a consistent basis, evidence that shows a teacher persisting in finding approaches for students that lack success, teacher can cite examples of data being used to create groups and inform instructional decisions, evidence that demonstrates collaboration with colleagues during PLCs, records of formal and informal assessments are kept and analyzed,				
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
Examples of possible evidence including but not limited to: students are able to express the goal(s) and how their performance relates to the goal(s), student goals are aligned to class and school goals, goals that surpass the minimum expectation of mastery, assessments are written prior to the unit so backward planning can occur, develop a list of benchmarks to indicate students progress toward goals, ask students to keep data folders/binders/tracking sheets with school, class and individual goals.				
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.

Examples of possible evidence including but not limited to: having detailed curriculum maps for each content area/course, organize unit plans into quarters, records units of study including Indiana Academic Standards contained in each unit, list objectives for each unit of study

1.4	Create Objective Driven Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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 - Lessons are specific, detailed, and always planned utilizing the following lesson design components: anticipatory set, activating prior knowledge modeling, guided practice, independent practice and closure 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - 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 - Lessons are consistently planned utilizing the following lesson design components: anticipatory set, activating prior knowledge modeling, guided practice, independent practice and closure 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. - Lessons are sometimes planned utilizing the following lesson design components: anticipatory set, activating prior knowledge modeling, guided practice, independent practice and closure 	<p>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.</p> <ul style="list-style-type: none"> - Lessons are rarely planned utilizing the following lesson design components: anticipatory set, activating prior knowledge modeling, guided practice, independent practice and closure
Examples of possible evidence including but not limited to: binders or online sites with access to all daily lesson plans, notes on lesson plans about what worked/what didn't work/results of formative or summative assessments/how instruction will be adjusted					
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - 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 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>
Examples of possible evidence including but not limited to: student grades, yearly/unit/lesson goals, IEP goals, daily work by students, analysis of checks for understanding, notes on where to focus the next lesson, record plans for remediation including such activities as one-on-one tutoring/help table/changing the next day's lesson plan/etc., keep grid for each subject/class on a clipboard and record checks for understanding using plus/check/minus signs to denote student understanding.					

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	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 - Anticipatory Set and 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 	<ul style="list-style-type: none"> - 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 consistently utilizes an Anticipatory Set to build interest in the lesson. - Teacher consistently follows curriculum expectations set by the district/building. 	<ul style="list-style-type: none"> - 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 sometimes utilizes an Anticipatory Set to build interest in the lesson. - Teacher sometimes follows curriculum expectations set by the district/building or needs to be asked to follow expectations. 	<ul style="list-style-type: none"> - 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 - Teacher rarely utilizes an Anticipatory Set to build interest in the lesson. - Teacher does not follow curriculum expectations set by the district/building even when asked.

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	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 - Teacher moves about the classroom to provide assistance tailored to each group and engage with individual students or small groups. 	<ul style="list-style-type: none"> - 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, IEP and 504 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) - Teacher consistently moves about the classroom to provide assistance and engage with individual students or small groups. - Teacher consistently uses a process of gradual release to turn over ownership to students. 	<ul style="list-style-type: none"> - 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 and 504 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 - Teacher sometimes moves about the classroom to provide assistance and engage with individual students or small groups. - Teacher sometimes uses a process of gradual release to turn over ownership to students. 	<ul style="list-style-type: none"> - 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 and 504 students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overly disinterested in engaging. - Teacher does not move about the classroom to provide assistance and engage with individual students or small groups. - Teacher does not use a process of gradual release to turn over ownership to students when needed.
Examples of possible evidence including but not limited to: Total Participation Techniques and Teach Like a Champion strategies including, but not limited to: think-pair-share, shoulder partners, table talk, quick writes, dry erase boards, call and response, cold call, pepper, etc.				

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	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> 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 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> 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 gains enough information while checking for understanding to modify the lesson accordingly and provide enrichment or intervention. 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) <ul style="list-style-type: none"> Teacher provides immediate feedback to students. 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> 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 <p>Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments</p> <ul style="list-style-type: none"> Teacher checks for understanding but does not modify the lesson accordingly to provide enrichment or intervention right away. Feedback is delayed and students may not know how they are performing before they are asked to demonstrate learning on their own 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Feedback is never provided to students.

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 Now, 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	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - 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 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - 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 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - 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; I 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:	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
Develop Higher Level of Understanding through Rigorous Instruction and Work	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Teacher routinely incorporates DOK level 3 and 4 questions, problems, or assignments into lesson. 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) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning (Teacher frequently asks questions that fall into DOK level 3.) - 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 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (Teacher only asks questions in DOK 1 or 2 to make observations or demonstrate understanding.) - 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 	<ul style="list-style-type: none"> - 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. (Teacher only asks questions at DOK level 1.) - 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.

5. DOK Level 3 requires higher cognitive demands than the previous levels. Students explain/justify thinking and provide supporting evidence for reasoning or conclusions drawn. Level 3 tasks typically require reasoning, complexity, developing a plan or sequence of steps, and have more than one possible response or solution.

6. DOK Level 4 requires complex reasoning and time to research, plan, and problem solve, and think. Tasks involve investigation or application to the real world and include non-routine manipulations or connections with and across discipline, content areas, and multiple sources. Students select one approach among many alternatives. Tasks usually occur over an extended period of time

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 - Teacher maximizes the use of available school personnel (aides, special education teachers, etc.) in classroom learning activities and promotes collaboration and initiative. 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - 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. - Teacher utilizes available school personnel (aides, special education teachers, etc.) in classroom learning activities. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - 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. - Teacher utilizes available school personnel (aides, special education teachers, etc.) in classroom activities that are non-academic in nature. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - 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. - Teacher does not utilize available school personnel (aides, special education teachers, etc.) in classroom activities.

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:	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
Create Classroom Culture of Respect and Collaboration	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - 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 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - 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 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - 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 school's 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.
Examples of possible evidence including but not limited to: Volunteering for ECA positions or school committees, working with students/teachers before/after school/during prep time, meeting with parents inside or outside of contract time, participating actively in Professional Development sessions, sharing ideas with building leadership,				
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 - Actively participating in collaborative groups such as Professional Learning Communities	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.
Examples of possible evidence including but not limited to: Document work with new, struggling, pre-service or student teacher. Form a PLC outside of the school building (Twitter, Google Groups, Professional Organizations, etc.) Take initiative to present an idea to other staff members. Meet regularly with Professional Learning Community/department/grade level to develop goals, plan lessons, write assessments, etc. Lend assistance to teachers and ask questions when needed.				
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
Examples of possible evidence including but not limited to: take advantage of relevant PD opportunities (attend workshops and conferences, participate in webinars, take graduate courses, read books/blogs/websites/etc., share information learned with pertinent school groups, offer to lead PD to staff in an area of professional expertise, ask colleagues/admin for feedback on new practices				

3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	Teacher will: <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	Teacher will: <ul style="list-style-type: none"> - Display commitment to the education of all his/her students Teacher may not: <ul style="list-style-type: none"> - 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;
Examples of possible evidence including but not limited to: develop classroom policies and procedures that promote the goal of every child learning, seek out special services for students in need (tutoring, counseling, special education services, hearing and vision screening, high ability programs, etc.), collaborate with colleagues to implement programs and policies to help all students in the school succeed					
3.5	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 - Communicate directly with parents to help resolve academic or behavior concerns regularly. 	Teacher will: <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: <ul style="list-style-type: none"> - 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.
Examples of possible evidence including but not limited to: implement activities to engage parents in their children's learning, respond promptly to parent contacts and contact parent with an academic, social, or emotional problem is detected, participate in mandatory parent outreach (back-to-school night, parent-teacher conferences, etc.), prepare materials for parents to engage them in their child's education, create a class website or newsletter and post helpful information regularly (calendar, assignments, supporting documents, announcements, helpful websites, etc.)					

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

INSTRUCTIONAL COACHES PERFORMANCE ASSESSMENT

Danville Community School Corporation, 2021 - 2022

The domains and components of an instructional coach's responsibilities are as follows:

Planning and Preparation

- Demonstrates knowledge of current trends in specialty area and professional development
- Demonstrates knowledge of the school's/ district initiatives, and levels of teacher skill in delivering that program
- Establishes goals for the instructional program that are based on student achievement data and are appropriate to the setting and the teachers served
- Demonstrates knowledge of resources, both within and beyond the school and district
- Plans to support the instructional program, integrated with the overall school program
- Develops a plan to monitor the implementation of the instructional program

The Environment

- Creates an environment of trust and respect
- Establishes a culture for ongoing instructional improvement
- Establishes clear procedures for teachers to gain access to instructional support
- Establishes and maintains norms of behavior for professional interactions
- Organizes physical space for workshops or training

Delivery of Service

- Collaborates with teachers in the design and planning of instructional units and lessons
- Engages teachers in learning new instructional skills
- Observes and provides relevant feedback to teachers
- Provides side-by-side coaching in a classroom setting
- Shares expertise with staff e.g., through teaching model lessons, presenting workshops, facilitating study groups
- Locates resources for teachers to support instructional improvement
- Demonstrates flexibility and responsiveness
- Designs and delivers coherent instruction

Professional Responsibilities

- Reflects on practice
- Establishes and maintains reports and records
- Coordinates work with other instructional personnel
- Participates in a professional community
- Engages in professional development
- Maintains confidentiality
- Demonstrates professionalism by advocating for students

Domain 1: Planning and Preparation

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
1A) Demonstrating knowledge of content and pedagogy	<p>Instructional coach demonstrates extensive knowledge of specialty areas (autism, behavior, instruction/ intervention practices, assessment) aligned to research based practices and knowledge of coaching skills and strategies (e.g., coaching stances, interpersonal styles, feedback, systems change).</p> <p>Coach is able to anticipate ways to address possible misconceptions. Coach serves as a leader in this area and is sought out by colleagues.</p>	<p>Instructional coach demonstrates thorough knowledge of specialty areas (e.g., autism, behavior, instruction/ intervention practices, assessment) aligned to research based practices and knowledge of coaching skills and strategies (e.g., coaching stances, interpersonal styles, feedback, systems changes).</p>	<p>Instructional coach demonstrates basic knowledge of specialty areas (e.g., autism, behavior, instruction/ intervention practices, assessment) aligned to research based practices and knowledge of coaching skills and strategies (e.g., coaching stances, interpersonal styles, feedback, system change).</p> <p>Coach has some awareness of prerequisite learning, but knowledge may be inaccurate or incomplete and/or displays lack of awareness of how concepts relate to one another.</p>	<p>Instructional coach has little or no familiarity with specialty areas (e.g., autism, behavior, instruction/ intervention practices, assessment) and knowledge of coaching skills and strategies (e.g., coaching stances, interpersonal styles, feedback, systems change).</p> <p>Is unable to translate evidence and research into strategies.</p>
1B) Demonstrating knowledge of school programs	<p>Instructional coach is deeply familiar with the district initiatives and works to shape its future direction and actively seeks information, to enhance the planning of the program</p>	<p>Instructional coach demonstrates comprehensive knowledge of district initiatives and/or of the skill in planning that program.</p>	<p>Instructional coach demonstrates basic knowledge of district initiatives and/or of the skill in planning that program.</p>	<p>Instructional coach demonstrates little or no knowledge of the district initiatives and/or of the skill in planning that program.</p>

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
1C) Establishing goals for coachees (i.e., district/school /program)	<p>Coach collaborates with district/school/program in using data to develop improvement goals to build capacity and sustainable practices. Coaching goals are ambitious and feasible, reflecting important learning and big ideas of school improvement and student growth.</p> <p>Co-developed goals are aligned to building capacity and sustainable practices within the district/school/program.</p>	<p>Coach demonstrates knowledge of district/school/program initiatives and educator needs and uses this knowledge to formulate coaching goals. Coaching goals are ambitious and feasible, reflecting important learning and big ideas of school improvement and student growth.</p> <p>Goals are aligned to building capacity and sustainable practices.</p>	<p>Coach demonstrates knowledge of district/school/program and educator goals and this knowledge is inconsistently used to formulate coaching goals.</p> <p>Coaching goals meet minimal standards and may be feasible. Coach may formulate goals in isolation.</p>	<p>Coach demonstrates little to no knowledge of district/school/program goals. Coaching goals are not linked to district/school/program goals, lack ambition and feasibility.</p> <p>Goals do not link to sustainable practices.</p>
1D) Demonstrating knowledge of resources, both within and beyond school district	<p>Coach has an extensive knowledge of resources, actively seeks out new resources to enrich staff skills and provides support to facilitate use of information by the district/school/program. Coach serves as a leader in this area and is sought out by colleagues</p>	<p>Coach has thorough knowledge of resources available within the district and in the larger professional community for staff to advance their skills, and seeks out such resources to support coaching goals.</p>	<p>Coach displays basic knowledge of resources available for staff to advance their skills and can adequately utilize the information, but may not seek to expand this knowledge.</p>	<p>Coach displays little understanding of resources and does not utilize the information.</p>

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
1E) Developing a comprehensive coaching plan	<p>All aspects of the coaching plan directly link to goals developed in collaboration with the district/school/program.</p> <p>Development of differentiated coaching plans includes activities that facilitate capacity building and sustainability. Plan reflects knowledge and skill level of district/school/program, realistic time expectations and allows for district/school/program choice in how to achieve the goals.</p>	<p>Majority of coaching plans directly link to goals developed in conjunction with the district/school/program.</p> <p>Development of differentiated coaching plans includes activities that facilitate capacity building and sustainability. Plan reflects the knowledge and skill level of the district/school/program and realistic time expectations.</p>	<p>Some aspects of the coaching plan directly link to goals developed in conjunction with the district/school/program.</p> <p>Timelines for goals maybe unrealistic. The plan for achieving district/school/program goals may not take into account knowledge and skill level of district/school/program.</p>	<p>Coaching plans do not link to developed goals or goals are unrealistic.</p> <p>The plan for achieving district/ school/ program goals is not differentiated or takes into account knowledge and skill level of district/ school/program.</p>
1F) Analyze student data to support instruction	<p>Instructional coach is highly effective at retrieving and analyzing data to assist in planning instruction for individual student needs</p>	<p>Instructional coaches have sufficient knowledge of how to retrieve and analyze data to support differentiated instructional planning.</p>	<p>Instructional coaches have basic knowledge of how to retrieve and analyze data to support instruction.</p>	<p>Instructional coach has little or no knowledge of how to retrieve and analyze data to support instruction</p>

Domain 2: Environment

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
2A) Creating an environment of respect and rapport	<p>Interactions between coach and coachee(s) are highly respectful, reflecting genuine warmth, caring, and sensitivity to coaches as individuals.</p> <p>There is no disrespectful behavior among coachee(s). When there is disagreement, mutual respect is demonstrated.</p> <p>Coachee(s) feels comfortable to engage in the coaching process without hesitating to contribute their own ideas. Coach respects and encourages coachee efforts and skills</p>	<p>Coach-coachee interactions are friendly and demonstrate general caring and respect.</p> <p>Coachee responds successfully to disrespectful or challenging behavior from coachee(s).</p> <p>Coachee(s) engage in the coaching process, but may be hesitant to contribute their own ideas. Coachee(s) exhibit respect for the coach.</p>	<p>Coach-coachee interactions are a mix of positive and negative; attempts to make positive connections with coachee(s) are not entirely successful.</p> <p>Coach's response to challenging behavior from the coach(s) is partially successful.</p>	<p>Coach's interactions toward coachee(s) are inappropriate and/or negative; Coachee(s) appear uncomfortable in the coaching environment.</p> <p>Coach demonstrates insensitivity to responding to challenging behaviors and needs of the coach(s).</p>
2B) Establishing an environment of on-going instructional improvement	The instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the instructional coach.	The instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support nor do teachers seek advice from the instructional coach.	Instructional coach does not actively engage in the work of improving instruction.
2C) Establishing norms for professional development interactions	Instructional coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional coach has established clear norms of mutual respect and for professional interaction and consistently directs adult interactions	Instructional coach's efforts to establish norms of professional conduct are partially successful; however, inconsistently directs adult interactions.	No norms of professional conduct have been established; randomly and inconsistently directs adult interactions.

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
2D) Organizing physical space	<p>Coach's arrangement of the physical environment is highly aligned to coaching activity/goals, whereas all participants are actively engaged.</p> <p>Extensive use of technology (high and low tec) is highly appropriate, aligned toward goals, engages all participants and serves as a model for others.</p> <p>Participants initiate and engage in arranging physical environments.</p>	<p>Coach makes good use of the physical environment, arranging the room to foster engagement in the coaching activity by the majority of participants.</p> <p>Use of technology is appropriate and supports engagement and learning objectives.</p>	<p>The arrangement of the physical environment does not impede on the coaching goals, resulting in inconsistent engagement of participants.</p> <p>Limited use of technology or other resources are utilized or used inappropriately.</p>	<p>Coach makes poor use of the physical environment, resulting in low engagement of participants, lost instructional time, and/or little alignment between the physical arrangement and the coaching activities.</p> <p>No use of technology or use inappropriately</p>
2E) Managing coaching procedures	<p>Coaching time is maximized due to efficient and seamless routines and procedures with minimal to no prompting by the coach.</p> <p>Coachees take initiative in establishing effective meeting and teaming practices. Routines are well understood and may be initiated by coaches.</p>	<p>Coach has well established effective teaming strategies to manage coaching routines (i.e., agendas, roles and responsibilities, visual frameworks, working agreements, goals, professional development learning objectives) so there is little loss of coaching time.</p> <p>With minimal guidance and prompting, coaches follow established routines and procedures and participate accordingly.</p>	<p>There is some loss of coaching time due to coaches having partially effective teaming strategies to manage coaching routines.</p> <p>Coachees may be unclear on coaching routines and require frequent guidance and prompting to follow established procedures.</p> <p>Coachee participation is uneven.</p>	<p>Coach has no or ineffective teaming strategies to manage coaching routines, resulting in a significant loss of coaching time.</p> <p>Coachees are unclear on coaching routines and procedures.</p> <p>Coachee participation is minimal or considerable amount of time is spent off task.</p>

Domain 3: Delivery of Service

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
3A) Communicating effectively in the coaching relationship	<p>Coach uses appropriate language in addition to examples to articulate the content and points out possible areas of misconceptions.</p> <p>Coach is explicit in identifying goals and what coaching supports are needed.</p> <p>Coachee(s) are able to communicate the expectations and purpose of the coaching process effectively.</p> <p>Instructional coach initiates collaboration with classroom teachers in the design of instruction and locating additional resources from sources outside the school.</p>	<p>Coach communicates the expectations and purpose of the coaching interaction effectively.</p> <p>Coach is explicit in identifying steps, timelines, resources needed to meet established goals and what coaching supports are needed.</p> <p>Coach's written and oral language is appropriate and accurate.</p> <p>Instructional coach initiate collaboration with classroom teachers in the design of instruction.</p>	<p>Coach partially communicates the expectations and purpose of the coaching interaction effectively.</p> <p>Coach is not explicit in identifying steps, timelines, resources needed to meet established goals and what coaching supports are needed.</p> <p>Coach's written and oral language is inconsistent related to appropriateness and accuracy.</p> <p>Instructional coach collaborates with classroom teachers in the design of instruction when specifically asked to do so.</p>	<p>Coach fails to communicate the expectations and purpose of the coaching interaction effectively.</p> <p>Coach is not explicit in identifying goals and what coaching supports are needed.</p> <p>Coach's written and oral language is inappropriate and inaccurate.</p> <p>Instructional coach decline to collaborate with classroom teachers in the design of instruction.</p>
3B) Communicating clearly and accurately	<p>Instructional coach regularly and accurately communicates information and engages in ongoing dialogue with stakeholders.</p>	<p>Instructional coach accurately and consistently communicates information to stakeholders.</p>	<p>Instructional coach partially communicates information to stakeholders.</p>	<p>Instructional coach unclearly communicates information to stakeholders.</p>

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
3C) Using coaching stems, questioning and discussion techniques	<p>Coach uses language, stems and questioning techniques that are aligned with the appropriate coaching stance (coach, collaborator, consultant) based on understanding and contributions of coachee(s). Coach seamlessly shifts the coaching stance within a coaching interaction.</p> <p>Coachee(s) are active participants and able to extend and enrich the coaching interaction.</p> <p>Coach builds upon and uses coachee(s) responses in order to deepen coachee(s) understanding.</p>	<p>Coach uses language, stems and questioning techniques that are aligned with the appropriate coaching stance (coach, collaborator, consultant) based on understanding and contributions of coachee(s).</p> <p>Coach is able to shift stance within a coaching interaction and elicits participation of all coachee(s) within the coaching interaction.</p>	<p>Coach uses inconsistent language, stems and questioning techniques that may or may not be aligned with the appropriate coaching stance (coach, collaborator, consultant).</p> <p>Inconsistent participation of coachee(s) within the coaching interaction occurs.</p>	<p>Coach does not use language, stems and questions during interaction with coachee(s) and fails to shift coaching stance (coach, collaborator, consultant).</p> <p>Limited to no participation of all coachee(s) within the coaching interaction.</p>
3D) Engaging teachers in learning new instructional strategies	Instructional Coach engages teachers in acquiring new instructional skills and engages teachers in reflective conversation to determine the next area for growth.	Instructional Coach engages teachers in acquiring new instructional skills.	Instructional coaches' efforts to engage teachers in professional learning are partially successful, with some participation.	Instructional Coach does not provide opportunities to engage in professional learning.

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
3E) Using assessment to guide coaching plan and supports	<p>Coachee fully understands the criteria for success. Coach and coachee(s) collaborate to outline criteria and data sources to measure progress towards goal.</p> <p>Coachee takes increasing ownership in the process of data analysis to assess progress, and coach and coachee collaborate to guide support.</p>	<p>Coach outlines criteria for success and data sources to measure progress towards goal.</p> <p>Coach engages the coachee(s) in analysis to assess progress and determine coaching support to meet goals.</p>	<p>Coach outlines criteria for success but data sources to measure progress towards goal are misaligned or not identified.</p> <p>Coach does not engage the coachee(s) in analysis. Coach inconsistently uses data to match coaching supports to goals.</p>	<p>Coach fails to outline criteria for success and/or data sources to measure progress towards the goal.</p> <p>Coach does not analyze data to evaluate progress or align coaching supports.</p>
3F) Demonstrating flexibility and responsiveness	<p>Instructional coach is continually seeking ways to improve and make changes as needed in response to stakeholder requests.</p> <p>Coach attempts to meet the needs of all coachee(s) by utilizing a broad range of approaches and making adjustments when needed.</p> <p>The coach seeks out assistance from a variety of resources, within and outside school/district.</p>	<p>Instructional coach makes revisions when it is needed.</p> <p>Coach shows consideration for coachee(s) identified priorities and/or approaches. Coach makes adjustments and accommodations to meet the needs that arise in the moment.</p> <p>Coach persists, even when encountering resistance, by drawing on a number of strategies to engage the coachee(s).</p>	<p>Instructional coach makes modest changes when confronted with evidence of the need for change.</p> <p>Coach understands coachee(s) priorities and is responsive in making adjustments at times.</p> <p>Coach struggles with identifying strategies when encountering resistance in coaching.</p>	<p>Instructional coach adheres to a plan, in spite of evidence of its inadequacy.</p>

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
3G) Positive student impact	<p>Through use of the problem solving process, coach facilitates coachees in using assessment information to identify a need, develop and implement an intervention plan aligned to prioritized need(s).</p> <p>Coach assists in data collection and evaluation of progress toward goal, resulting in a positive impact on student growth as evident by all goals being met or exceeded.</p>	<p>Through use of the problem solving process, coach facilitates coachees in using assessment information to identify a need, develop and implement an intervention plan aligned to prioritized need.</p> <p>Coach assists in data collection and evaluation of progress toward goal, resulting in the majority of goals being met.</p>	<p>Coach references use of the problem solving process when working with coachees in analyzing assessment information to develop and implement an intervention plan based on identified need.</p> <p>Plan is inconsistently monitored and evaluated, resulting in some of the goals being met.</p>	<p>Coach participates in the analysis of data and development of intervention plans.</p> <p>Data collection toward a goal is inconsistent or nonexistent.</p> <p>Student impact is minimal or no growth evident.</p>

Domain 4: Professional Responsibilities

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
4A) Reflecting on practice/coaching	<p>Instructional Coach draws on an extensive repertoire to suggest specific alternative strategies, accompanied by a prediction of the likely consequences of each.</p> <p>Instructional Coach makes specific suggestions as to how the support program might be improved.</p>	<p>Instructional coach's reflection is an accurate and objective description of practice, citing specific positive and negative characteristics.</p> <p>Instructional Coach makes specific adjustments to improve his/her practice based on participant feedback.</p> <p>The coach identifies a few specific strategies that may improve the coaching approach.</p>	<p>Instructional coach's reflection on practice is generally accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</p> <p>The coach can make general suggestions to improve the coaching approach, but lacks specific strategies</p>	<p>Instructional coach does not reflect on practice, or the reflections are inaccurate or self serving.</p> <p>The coach makes no suggestions to improve the coaching approach.</p>
4B) Maintaining accurate records and Preparing and submitting documentation	<p>Maintains coaching records (e.g., coaching logs, coaching goals and updates, referral forms, program evaluation tools) that are complete, accurate and well organized. Records are submitted on time and without the need for reminders.</p> <p>Coach makes recommendations on ways to improve efficiency and effectiveness of records.</p>	<p>Maintains coaching records (e.g., coaching logs, coaching goals and updates, referral forms, program evaluation tools) that are complete, accurate and well organized.</p> <p>Records are submitted on time and are efficient and effective in recording necessary coaching information.</p>	<p>Maintains some coaching records.</p> <p>Records are sometimes submitted on time and may be inaccurate and inefficient in recording necessary coaching information.</p>	<p>Fails to maintain coaching records.</p> <p>Records are routinely submitted late and are disorganized, providing incorrect or confusing information.</p>

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
4C) Participating in a Professional Community	<p>Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.</p> <p>Instructional coach readily shares acquired knowledge and skills with colleagues.</p>	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects
4D) Growing and Developing Professionally	<p>Instructional coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.</p> <p>The coach takes an active leadership role in professional organizations in order to contribute to the profession.</p>	<p>Instructional coach seeks out opportunities for professional development based on an individual assessment of need.</p> <p>The coach actively participates in organizations designed to contribute to the profession</p>	<p>Instructional coaches' participation in professional development activities is limited to those that are convenient or are required.</p> <p>The coach contributes in a limited fashion to professional organizations</p>	Instructional coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.

<u>Component</u>	<u>High Effective (4)</u>	<u>Effective (3)</u>	<u>Improvement necessary (2)</u>	<u>Ineffective (1)</u>
4E) Showing professionalism, including integrity and confidentiality	<p>Instructional coach adheres to the highest standards of honesty, integrity and confidentiality.</p> <p>Instructional Coach assumes a leadership role within the district, school and coaching community.</p> <p>Instructional coach assumes a leadership role with colleagues challenging negative attitudes/practices in ensuring full compliance with regulations</p> <p>Coach takes a leadership role in district/school/team decision making, including development/refinement of district regulations.</p>	<p>Instructional Coach's interactions with colleagues are characterized by high standards of honesty, integrity and confidentiality. All staff are fairly served. Instructional coach displays full compliance with school and district regulations.</p> <p>Coach actively works to provide opportunities for coachee(s) success. Coach willingly participates in district/school/team decision making. Coach complies completely with district regulations.</p>	<p>Instructional Coach's interactions with colleagues are honest but inconsistent. Instructional Coach displays minimal compliance with school and/or district regulations.</p> <p>The coach makes decisions professionally but on a limited basis. The coach complies with district regulations.</p>	<p>Instructional Coach's professional interactions are characterized by questionable integrity. Instructional coach does not comply with school and/or district regulations.</p> <p>The coach is dishonest. The coach fails to notice the needs of coachee(s). The coach engages in practices that are self serving. The coach willfully rejects district regulations.</p>
4F) Meets with administrators on the status and implementation of instructional program	<p>Instructional coach seeks opportunities to meet and regularly meets with administrators to share specific issues that relate to the status and implementation of instructional program.</p>	<p>Instructional coach frequently meets with administrators to share specific issues that relate to the status and implementation of instructional program.</p>	<p>Instructional coach makes reasonable attempts to meet with administrators about the status and implementation of instructional program.</p>	<p>Instructional coach declines to meet with administrators about the status and implementation of instructional program.</p>