ROSSVILLE CONSOLIDATED SCHOOL DISTRICT
Evaluation Plan

Annual Evaluations

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

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

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

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

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

NIAAA Athletic Director Effectiveness Rubric *(v.2016)*

Domain 1: Professionalism (30.00%)

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.9 Fulfills professional responsibilities with honesty and integrity.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and

community to commit to these high standards.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

Domain 2: Administrative Responsibilities (30.00%)

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.7 Arranges school board approved transportation for athletic events.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

event activities.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.14 Coordinates the organization and operation of the press boxes.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.19 Prepares and obtains signed game contracts.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.21 Completes accurate financial records.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly	Effective	Improvement	Ineffective	Not

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Effective		Necessary		Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

Domain 3: Sport Specific Duties (40.00%)

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.2 Examines all equipment and facilities before use.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.3 Provides dressing rooms for visiting teams and game officials.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly	Effective	Improvement	Ineffective	Not

Effective		Necessary		Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

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

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

Meets Standard	Does Not Meet Standard

Individual has not demonstrated a pattern of unexcused absences.	Individual demonstrates a pattern of unexcused absences.

4.2 On-Time Arrival

Meets Standard	**Does Not Meet Standard**
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	I???ndividual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

4.3 Policies and Procedures

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

4.4 Respect

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

RISE Assistant Principal

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

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

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

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

Teacher Leadership - 1. Mission & Vision

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

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

Highly Effective

In addition to Level 3, the assistant principal:

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

Effective

The assistant principal:

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

Improvement Necessary

The assistant principal:

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

Ineffective

The assistant principal:

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

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

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

1.1. Competency
Effectively communicates

Highly Effective

In addition to Level 3, the assistant principal

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

Effective

The assistant principal:

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

Improvement Necessary

The assistant principal:

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

Ineffective

The assistant principal:

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

1.2. Competency
Reflects on practice and continually learns

Highly Effective

In addition to Level 3, the assistant principal

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

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

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

Effective

The assistant principal:

- Expresses willingness to learn and openly acknowledges areas for growth
- Learns from personal experiences and the actions/insights of others
- Establishes priorities and and achieves action plans focused on high-leverage leadership competencies

Improvement Necessary

The assistant principal:

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

Ineffective

The assistant principal:

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

1.3. Competency
Demonstrates resiliency and persistence

Highly Effective

In addition to Level 3, the assistant principal

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

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

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

	Effective	**The assistant principal:** • Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals • Identifies action steps and leverages available resources to confront difficult problems
	Improvement Necessary	**The assistant principal:** • Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals
	Ineffective	**The assistant principal:** • Reacts with visible frustration to challenging problems or setbacks • Easily loses focus on improving student achievement
1.4. Competency Monitors time and task management	Highly Effective	**In addition to Level 3, the assistant principal:** • Prioritizes being an instructional leader above all else • Is a model of punctuality and timeliness in discharging his/her professional responsibilities
	Effective	**The assistant principal:** • Consistently allocates the time and resources necessary to achieve ambitious goals • Spends time on high leverage activities • Delegates applicable responsibilities to other staff and helps them achieve success in these activities
	Improvement Necessary	**The assistant principal:**

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

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

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

The assistant principal:

Ineffective

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

Optional - 1. Professional Development   Number of Competencies: 4

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

1.1. Competency
Oversees school-wide professional development

In addition to Level 3, the assistant principal:

Highly Effective

- Leverages teacher leaders to provide differentiated professional development opportunities based on individual need
- Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement

The assistant principal:

Effective

- Uses student performance data and teacher evaluation results to develop a systemic plan for professional development
- Assists the principal in providing teachers and administrative team members differentiated professional development opportunities
- Monitors the impact of professional development on student learning and teacher effectiveness

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Optional - 1. Professional Development   Number of Competencies: 4

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

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

Optional - 1. Professional Development   Number of Competencies: 4

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

- Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability
- Provides inconsistent support to teams

The assistant principal:

Ineffective

- Places little emphasis on team composition
- Fails to hold teams accountable for establishing clear goals
- Provides little or no support to teams

1.3. Competency
Addresses teachers rated ineffective
or improvement necessary

Highly Effective

In addition to Level 3, the assistant principal

- Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan

The assistant principal:

Effective

- Assists the principal with the development of a remediation plan for teachers that
- Focuses on highest leverage teacher actions
- Includes measurable goals and action steps
- Contains a timeline and system to monitor implementation
- Outlines consequences for failure to improve performance
- Provides tools and the assistance/coaching necessary to improve performance
- Where appropriate, recommends termination of underperforming teachers using performance-based evidence

Improvement
Necessary

The assistant principal:

- Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance

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Optional - 1. Professional Development   Number of Competencies: 4

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

- Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions

The assistant principal:

Ineffective

- Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy, or

1.4. Competency
Assists the principal with talent & leadership development

In addition to Level 3, the assistant principal:

Highly Effective

- Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance

The assistant principal:

Effective

- Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers
- Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles
- Provides meaningful support to emerging leaders in new teacher leadership roles

The assistant principal:

Improvement Necessary

- Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success

Ineffective

The assistant principal:

- Bases talent management decisions on personal preference rather than available data or demonstrated ability

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Optional - 1. Professional Development   Number of Competencies: 4

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

- Fails to provide meaningful support to emerging leaders

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

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

2.1. Competency
Observes professional practice

	Highly Effective	**In addition to Level 3, the assistant principal:** • Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented • Differentiates the number of observations based on observed levels of teacher effectiveness
	Effective	**The assistant principal:** • Examines prior performance and student achievement data to inform observations and walkthroughs • Accurately categorizes observed instructional practice • Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal
	Improvement Necessary	**The assistant principal:** • Frequently categorizes instructional practice inaccurately • Conducts the minimum number of required observations, despite observed deficiencies in professional practice • Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal

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

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

The assistant principal:

Ineffective

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

2.2. Competency
Provides actionable feedback

In addition to Level 3, the assistant principal:

Highly Effective

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

The assistant principal:

Effective

- Develops bite-sized action plans focused on the highest leverage teacher actions
- Provides a clear directions for how to do the most important tasks well
- Frequently follows up to ensure feedback is implemented with fidelity

The assistant principal:

Improvement Necessary

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

The assistant principal:

Ineffective

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

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

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

2.3. Competency
Monitors student performance

In addition to Level 3, the assistant principal:

Highly Effective

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

The assistant principal:

Effective

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

The assistant principal:

Improvement Necessary

- Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers
- Allows teachers to establish action steps that lack clarity or alignment to performance data
- Fails to frequently follow up to ensure proper implementation

The assistant principal:

Ineffective

- Primarily analyzes data only after statewide achievement tests are complete
- Fails to identify action steps that are aligned with interim or classroom assessment data

2.4. Competency
Demonstrates commitment to

Highly Effective

In addition to Level 3, the assistant principal

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

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

improve teacher performance		• Identifies and facilitates opportunities for teachers to share best practices • Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement
	Effective	**The assistant principal:** • Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors • Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies
	Improvement Necessary	**The assistant principal:** • Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors • Provides individual assistant/coaching that is infrequent
	Ineffective	**The assistant principal:** • Disregards the need for individualized assistance/coaching • Provides limited opportunities for teachers to engage in professional learning

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

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

2.1. Competency Maintains a culture of excellence	Highly Effective	**In addition to Level 3, the assistant principal:** • Instills the daily habits necessary to create a culture of excellence

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

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

- Is unwavering in maintaining high expectations for everyone

	Effective	**The assistant principal:** - Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning - Provides students and staff the support, time, and structures necessary to be successful - Celebrates the accomplishments of others and proactively resolves performance issues
	Improvement Necessary	**The assistant principal:** - Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture - Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected
	Ineffective	**The assistant principal:** - Fails to take the initiative to identify and recognize the accomplishments of others - Consistently ignores staff or student performance
2.2. Competency Enhances teacher collaboration	Highly Effective	**In addition to Level 3, the assistant principal:** - Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement
	Effective	**The assistant principal:** - Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school

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

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

- Holds collaborating teams accountable for achieving desired results

The assistant principal:

Improvement Necessary

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

The assistant principal:

Ineffective

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

2.3. Competency
Supports a universal code of conduct

In addition to Level 3, the assistant principal:

Highly Effective

- Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors

The assistant principal:

Effective

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

The assistant principal:

Improvement Necessary

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

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

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

The assistant principal:

Ineffective

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

2.4. Competency
Engage families and the
community in student learning

In addition to Level 3, the assistant principal:

Highly Effective

- Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education

The assistant principal:

Effective

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

The assistant principal:

Improvement
Necessary

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

The assistant principal:

Ineffective

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

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

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

2.1. Competency
Oversees aligned curricula, instruction and assessments

Highly Effective

In addition to Level 3, the assistant principal:

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

Effective

The assistant principal:

- Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas
- Facilitates inter grade level meetings to ensure vertical articulation of the curriculum
- Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions

Improvement Necessary

The assistant principal:

- Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects
- Utilizes some available interim assessments, but fails to implement interim assessments in all courses
- Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process

Ineffective

The assistant principal:

- Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments

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

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

		• Resists revisions to the curriculum even when supported by student learning outcomes
2.2. Competency Supports the development and implementation of rigorous student learning objectives	Highly Effective	**In addition to Level 3, the assistant principal:** • Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs
	Effective	**The assistant principal:** • Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards • Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary
	Improvement Necessary	**The assistant principal:** • Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. • Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies
	Ineffective	**The assistant principal:** 1. Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.3. Competency Uses data to drive instruction	Highly Effective	**In addition to Level 3, the assistant principal:**

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

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

- Develops teacher leaders' capacity to drive data-driven instruction and decision-making
- Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement

The assistant principal:

Effective

- Ensures the availability of clear and intuitive data reports for teacher analysis
- Orchestrates frequent and timely teacher team collaboration for data analysis
- Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements

The assistant principal:

Improvement
Necessary

- Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process

The assistant principal:

Ineffective

- Limits analysis of data to year-end autopsies
- Inadequately supports staff's use of data to guide instruction

2.4. Competency
Implements appropriate academic
interventions

In addition to Level 3, the assistant principal:

Highly Effective

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

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

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

The assistant principal:

Effective

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

The assistant principal:

Improvement Necessary

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

The assistant principal:

Ineffective

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

2.5. Competency
Implements and monitors instructional technology

Highly Effective

In addition to Level 3, the assistant principal:

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

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

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

The assistant principal:

Effective

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

The assistant principal:

Improvement
Necessary

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

The assistant principal:

Ineffective

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

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

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

3.1. Competency
Assists the principal with the
evaluation of teachers

Highly Effective

In addition to Level 3, the assistant principal:

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

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

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

The assistant principal:

Effective

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

The assistant principal:

Improvement
Necessary

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

The assistant principal:

Ineffective

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

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

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

3.1. Competency   Highly Effective
Implements effective   **In addition to Level 3, the assistant principal:**

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

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

school policies

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

The assistant principal:

Effective

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

The assistant principal:

Improvement Necessary

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

The assistant principal:

Ineffective

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

3.2. Competency
Monitors school culture

In addition to Level 3, the assistant principal:

Highly Effective

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

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

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

Effective

The assistant principal:

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

Improvement Necessary

The assistant principal:

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

Ineffective

The assistant principal:

- Rarely uses data to evaluate effectiveness of interventions

3.3. Competency Enhances a positive school culture

Highly Effective

In addition to Level 3, the assistant principal:

- Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy
- Demonstrates the ability to positively impact student achievement and culture

Effective

The assistant principal:

- Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times
- Challenges low expectations and holds all persons accountable for observing agreed upon procedures
- Assists teachers with the implementation of effective classroom management plans

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

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

<table>
<tr>
<td></td>
<td>Improvement Necessary</td>
<td>The assistant principal:

• Consistently applies positive and negative consequences for behavior
• Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</td>
</tr>
<tr>
<td></td>
<td>Ineffective</td>
<td>The assistant principal:

• Inconsistently implements the student code of conduct,
• Allows irresponsible student behavior</td>
</tr>
<tr>
<td>3.4. Competency
Provides effective
supervision</td>
<td>Highly Effective</td>
<td>In addition to Level 3, the assistant principal:

• Volunteers to assist at school events and or functions to which he/she is not directly assigned</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
<td>The assistant principal:

• Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students
• Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</td>
</tr>
<tr>
<td></td>
<td>Improvement Necessary</td>
<td>The assistant principal:

• Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students
• Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</td>
</tr>
<tr>
<td></td>
<td>Ineffective</td>
<td>The assistant principal:</td>
</tr>
</table>

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

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

- Rarely engages with students, parents, and or community members
- Fails to maintain high visibility at supervisory functions

3.5. Competency Supports student services		
	Highly Effective	**In addition to Level 3, the assistant principal:** • Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services
	Effective	**The assistant principal:** • Ensures all students have access to educational opportunities/services that meet their learning needs • Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met • Collaborates with service agencies in the community to support student needs that require interventions or additional supports
	Improvement Necessary	**The assistant principal:** • Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner • Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met • Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports
	Ineffective	**The assistant principal:** • Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)

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

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

- Fails to ensure the social, emotional, academic, and behavioral needs of each student are met
- Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

Indiana School Counselor Rubric (v.2016)

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Domain 1: Academic Achievement

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

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

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

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

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor 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.

Highly Effective	Effective	Improvement Necessary	Ineffective

C 1

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.

Highly Effective	Effective	Improvement Necessary	Ineffective
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.

Highly Effective	Effective	Improvement Necessary	Ineffective
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

2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models	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.

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appropriate behaviors.

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

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

Highly Effective	Effective	Improvement Necessary	Ineffective
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.

Highly Effective	Effective	Improvement Necessary	Ineffective
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

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

Highly Effective	Effective	Improvement Necessary	Ineffective

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

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

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

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

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently collaborates to analyze data, utilize research-	The school counselor often collaborates to analyze data, utilize research-based	The school counselor rarely collaborates to analyze data, utilize research-based	The school counselor does not analyze data, utilize research-based interventions or

C 4

| based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. |

Domain 4: Professional Leadership

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

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

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

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

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.

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

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.

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

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

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

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.

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

NOTES

C 6

Dean ot Students Effectiveness Rubric (v.2016)

☐ Share this instrument with other districts   **District sharing is turned off!**

Domain 1 - Academic and Behavioral Achievement (10.00%)

1.1 The Dean Utilizes Data to Monitor Student Achievement and Works Collaboratively With Stakeholders to Enhance Student Success

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

1.2 The Dean Demonstrates Knowledge of Current Trends in Student Development and Academic Achievement

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

1.3 The Dean Supports Students in Making Decisions, Setting Goals and Taking Appropriate Action to Achieve Goals

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

1.4 The Dean Provides Services to All Students, Fostering a Clear Understanding of Diversity, Ethnicity, and Culture

Highly Effective	Effective	Improvement Necessary	Ineffective

DEAN 1

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently provides services to students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	• The Dean generally takes a multicultural or diverse perspective into consideration when providing services to students.	• The Dean sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	• The Dean never takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 2 – Student Services & Assistance In the Operation of the School (75.00%)

2a.1 The Dean Demonstrates Knowledge of School and Corporation Policies

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently demonstrates knowledge of school and corporation policies.	• The Dean generally demonstrates knowledge of school and corporation policies.	• The Dean occasionally demonstrates knowledge of school and corporation policies.	• The Dean seldom demonstrates knowledge of school and corporation policies.

2a.2 The Dean Demonstrates Understanding of State Laws and Due Process Rules

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently demonstrates understanding of state laws and due process rules.	• The Dean generally demonstrates understanding of state laws and due process rules.	• The Dean occasionally demonstrates understanding of state laws and due process rules.	• The Dean seldom demonstrates understanding of state laws and due process rules.

2a.3 The Dean Consults With the Appropriate Administrator and Guidance Counselors on Student Discipline and Attendance IssuesRules

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently consults with the appropriate administrator and guidance counselors on student discipline and attendance issues.	• The Dean generally consults with the appropriate administrator and guidance counselors on student discipline and attendance issues.	• The Dean occasionally consults with the appropriate administrator and guidance counselors on student discipline and attendance issues.	• The Dean seldom consults with the appropriate administrator and guidance counselors on student discipline and attendance issues.

2a.4 The Dean Identifies Clearly Stated Goals for Student Behavior and Attendance

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently identifies clearly stated goals for student behavior and attendance.	• The Dean generally identifies clearly stated goals for student behavior and attendance.	• The Dean occasionally identifies clearly stated goals for student behavior and attendance.	• The Dean seldom identifies clearly stated goals for student behavior and attendance.

2a.5 The Dean Communicates in a Timely Fashion to Referring Teacher

DEAN 2

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently communicates in a timely fashion to referring teacher.	• The Dean generally communicates in a timely fashion to referring teacher.	• The Dean occasionally communicates in a timely fashion to referring teacher.	• The Dean seldom communicates in a timely fashion to referring teacher.

2a.6 The Dean Utilizes Appropriate Consequences for Students

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently utilizes appropriate consequences for students.	• The Dean generally utilizes appropriate consequences for students.	• The Dean occasionally utilizes appropriate consequences for students.	• The Dean seldom utilizes appropriate consequences for students.

2a.7 The Dean Plans and Implements Strategies for Meeting Individual Student Needs

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently plans and implements strategies for meeting individual student needs.	• The Dean generally plans and implements strategies for meeting individual student needs.	• The Dean occasionally plans and implements strategies for meeting individual student needs.	• The Dean seldom plans and implements strategies for meeting individual student needs.

2a.8 The Dean Assists in Maintaining Orderly Standards of Behavior on School Property

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently assists in maintaining orderly standards of behavior on school property.	• The Dean generally assists in maintaining orderly standards of behavior on school property.	• The Dean occasionally assists in maintaining orderly standards of behavior on school property.	• The Dean seldom assists in maintaining orderly standards of behavior on school property.

2b.1 The Dean Models Respectful Behavior Towards All and Creates the Climate and Expectation for Students To Do the Same

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently models respectful behavior towards all and creates the climate and expectation for students to do the same.	• The Dean generally models respectful behavior towards all and creates the climate and expectation for students to do the same.	• The Dean occasionally models respectful behavior towards all and creates the climate and expectation for students to do the same.	• The Dean seldom models respectful behavior towards all and creates the climate and expectation for students to do the same.

2b.2 The Dean Works With Administration to Assist in Facilitating the Smooth Day-to-Day Operation of the Building and Student Activities

Highly Effective	Effective	Improvement Necessary	Ineffective

- The Dean consistently works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities.

- The Dean generally works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities.

- The Dean occasionally works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities.

- The Dean seldom works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities.

2b.3 The Dean Strives for a Learning Environment Where Students Feel Safe

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently strives for a learning environment where students feel safe.	• The Dean generally strives for a learning environment where students feel safe.	• The Dean occasionally strives for a learning environment where students feel safe.	• The Dean seldom strives for a learning environment where students feel safe.

2b.4 The Dean Demonstrates Skill in Managing Procedures, Materials/Supplies, and Support Staff

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently demonstrates skill in managing procedures, materials/supplies, and support staff.	The Dean generally demonstrates skill in managing procedures, materials/supplies, and support staff.	• The Dean occasionally demonstrates skill in managing procedures, materials/supplies, and support staff.	• The Dean seldom demonstrates skill in managing procedures, materials/supplies, and support staff.

2b.5 The Dean Demonstrates Skill in Defining Expectations, Monitoring and Responding to Student Behavior

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently demonstrates skill in defining expectations, monitoring and responding to student behavior.	• The Dean generally demonstrates skill in defining expectations, monitoring and responding to student behavior.	• The Dean occasionally demonstrates skill in defining expectations, monitoring and responding to student behavior.	• The Dean seldom demonstrates skill in defining expectations, monitoring and responding to student behavior.

2b.6 The Dean Keeps Current and Accurate Records

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently keeps current and accurate records.	• The Dean generally keeps current and accurate records.	• The Dean occasionally keeps current and accurate records.	• The Dean seldom keeps current and accurate records.

Domain 3 – Leadership (15.00%)

3.1 The Dean Takes a Leader-ship Role as an Advocate Within Student Services, the School Setting, and the Community

Highly Effective	Effective	Improvement Necessary	Ineffective

- The Dean consistently provides effective leadership in the Positive Behavior Support program, school, and community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.

- The Dean generally provides consistent and effective leadership in the Positive Behavior Support program and in the school.

- The Dean occasionally provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.

- The Dean seldom provides leadership—either formal or informal—in Student Services, the school setting, or the community.

3.2 The Dean Collaborates with Teachers, Parents, and the Community to Advocate for the Success of All Students and Increase Awareness of Students' Needs

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently demonstrates effective communication skills and collaboration with teachers, families, and community stake-holders from various backgrounds. • The Dean demonstrates the direct impact these collaborative activities have on students.	• The Dean generally demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from various backgrounds.	• The Dean is inconsistent in communication and community engagement, OR, to the detriment of others, is effective with only a very small population.	• The Dean seldom is an effective communicator and is disengaged with teachers, parents and community stakeholders.

3.3 The Dean Demonstrates Ethical Conduct, Respects Student Confidentiality, and Follows the Laws, Policies, and Procedures, Which Govern, School Programs

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently demonstrates professional conduct and integrity, seeks appropriate intervention services for students, abides by ethical and legal codes, and seeks consultation and supervision as needed.	• The Dean generally demonstrates professional conduct and integrity; seeks appropriate intervention services for students, abides by ethical and legal codes, and seeks consultation and supervision as needed.	• The Dean occasionally holds to the ethical but may fall short of the highest ethical standards. The Dean's consistency in legal, policy and procedural matters are questionable.	• The Dean has breached confidentiality. The Dean demonstrates disregard for laws, policies, and procedures in a manner that could have harmed students, families, or the educational mission of the school.

3.4 The Dean Provides Systems Support by Effectively Managing the Positive Behavior Support, as Well as Supporting Other Educational Programs and Student Services. Note: This May Include Other School Duties Assigned by the Administration

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently serves as a collegial leader and positive role model providing management activities supporting Student Services, advocating for all students, and to promoting ethical standards with students, school personnel, parents, and community agencies.	• The Dean generally provides management activities sup-porting Student Services and initiatives to advocate for all students, to assist teachers with integration of Positive Behavior Support into curriculum, and to share ethically appropriate information about students with school personnel, parents, and community agencies.	• The Dean provides some but not adequate program management to the school discipline program. The Dean is inconsistent in supporting other educational or Student Services programs.	• The Dean does not support any program management activities. The Dean is seldom involved in providing support to other educational or student services programs.

3.5 The Dean Participates in Team or School Decision-Making Activities

Highly Effective	Effective	Improvement Necessary	Ineffective
• The Dean consistently participates in team or school decision-making activities.	• The Dean generally participates in team or school decision-making activities.	• The Dean occasionally participates in team or school decision-making activities.	• The Dean seldom participates in team or school decision-making activities.

Domain 4 - Core Professionalism (Special Weighting)

4.1 Attendance

Meets Standard	Does Not Meet Standard
• The Dean has not demonstrated a pattern of unexcused absences or excessive undocumented absenteeism.	• The Dean demonstrates a pattern of unexcused absences or excessive undocumented absenteeism.

4.2 On-Time Arrival

Meets Standard	Does Not Meet Standard
• The Dean 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).	• The Dean demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

4.3 Policies and Procedures

Meets Standard	Does Not Meet Standard
• The Dean demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submit-ting discipline referrals, policies or appropriate attire, etc.).	• The Dean 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.).

• The Dean never fails to comply with Article 7 compliance timelines and/or policies.

• The Dean consistently fails to comply with Article 7 compliance timelines and/or policies.

4.4 Respect

Meets Standard

Does Not Meet Standard

• The Dean demonstrates a pattern of interacting with student, colleagues, parents/guardians, and community members in a respectful manner.

• The Dean demonstrates a pattern of failing to interact with student, colleagues, parents/guardians, and community members in a respectful manner.

DEAN 7

Indiana School Librarian Evaluation Rubric *(v.2016)*

☐ Share this instrument with other districts   **District sharing is turned off!**

Domain 1: Purposeful Planning (30.00%)

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

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

NOTES

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

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

NOTES

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

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian shows evidence of resources	School librarian shows evidence of resources	School librarian demonstrates basic	School librarian demonstrates little or no

LIB 1

available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

NOTES

1.4 Developing And Implementing A Plan To Evaluate The Library Program

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

NOTES

1.5 Establishing A Culture For Investigation And Love Of Literature

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

1.6 Establishing And Maintaining Library Procedures

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

1.7 Organize Physical Space To Enable Smooth Flow

Highly Effective	Effective	Improvement Necessary	Ineffective

School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.

School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.

School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

NOTES

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

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.

NOTES

Domain 2: Effective Instruction (40.00%)

2.1 Creating An Environment Conducive To Learning

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

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
School librarian is highly effective at	School librarian is effective at demonstrating	School librarian needs improvement at	School librarian is ineffective at

LIB 3

demonstrating and clearly communicating content knowledge to students.

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

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

and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct.

- Content is clear, concise and well-organized
- Librarian restates and rephrases instruction in multiple ways to increase understanding
- Librarian emphasizes key points or main ideas in content
- Librarian uses developmentally appropriate language and explanations
- Librarian implements relevant instructional strategies learned via professional development

demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct

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

demonstrating and clearly communicating content knowledge to students.

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

2.3 Engage Students In Academic Content

Highly Effective

Librarian is highly effective at engaging students in academic content.

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

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

Effective

Librarian is effective at engaging students in academic content.

-More than 3/4 of students are actively engaged in content at all times and not off-task
-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective
- Librarian sustains the attention of the class by maintaining a dynamic presence
- Ways of engaging with content reflect different learning modalities or intelligences
- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged
- ELL and IEP students have the appropriate

Improvement Necessary

Librarian needs improvement at engaging students in academic content.

- Fewer than 3/4 of students are engaged in content and many are off- task
- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content
- Librarian may miss opportunities to provide ways of differentiating content for student engagement
- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective
- Students may appear to actively listen, but when it comes time for participation are

Ineffective

Librarian is ineffective at engaging students in academic content.

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

| as a tool to engage students in academic content | 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) | disinterested in engaging | content |

2.4 Check For Understanding

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking	School librarian is effective at checking for understanding. - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping tudents think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	School librarian needs improvement at checking for understanding. - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	School librarian is ineffective at checking for understanding. - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson

2.5 Modify Instruction As Needed

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the	School librarian is effective at modifying instruction as needed. - Librarian makes adjustments to instruction based on checks for understanding that lead	School librarian needs improvement at modifying instruction as needed. - Librarian may attempt to make adjustments based on checks for understanding, but	School librarian is ineffective at modifying instruction as needed. - Librarian rarely or never attempts to adjust instruction based on checks for

following:

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

to increased understanding for most students
- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs
- Librarian responds to misunderstandings with effective scaffolding techniques
- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful

these attempts may be misguided and may not increase understanding for all students
- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective
- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding

understanding, and any attempts at doing so frequently fail to increase understanding for students
- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques
- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

2.6 Maximize Instructional Time

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

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

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

NOTES

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

Highly Effective	Effective	Improvement Necessary	Ineffective

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

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

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

Domain 3: Leadership (30.00%)

3.1 Contribute To School Culture

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

NOTES

3.2 Collaborate With Peers

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

NOTES

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

Highly	Effective	Improvement	Ineffective

**Highly
Effective**

Effective

**Improvement
Necessary**

Ineffective

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

3.4 Advocate For Student Success

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

3.5 Preparing And Submitting Reports And Budgets

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

3.6 Communicating With The Larger Community

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

3.7 Participating In A Professional Community

Highly Effective	Effective	Improvement Necessary	Ineffective

School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.

School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.

School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.

School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

3.8 Seek Professional Skills And Knowledge

Highly Effective

Effective

Improvement Necessary

Ineffective

School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.

School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.

School librarian's participation in professional development activities is limited to those that are mandatory.

School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

NOTES

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

Meets Standard

Does Not Meet Standard

Individual has not demonstrated a pattern of unexcused absences.

Individual demonstrates a pattern of unexcused absences.

NOTES

4.2 On Time Arrival

Meets Standard

Does Not Meet Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective

bargaining agreement).

4.3 Policies And Procedures

**Meets
Standard**

**Does
Not
Meet
Standard**

Individual demonstrates a pattern of
following state, corporation, and school
policies and procedures (e.g. procedures for
submitting discipline referrals, policies for
appropriate attire, etc.)

Individual demonstrates a pattern of failing
to follow state, corporation, and school
policies and procedures (e.g. procedures for
submitting discipline referrals, policies for
appropriate attire, etc.)

4.4 Respect

**Meets
Standard**

**Does
Not
Meet
Standard**

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

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

NOTES

RISE Principal 3.0

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

1.1. Competency
Hiring and retention

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;
- Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;
- Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).

Principal recruits, hires, and supports effective teachers by:

Effective

- Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;
- Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;
- Aligning personnel decisions with the vision and mission of the school.

Principal recruits, hires, and supports effective teachers by:

Improvement Necessary

- 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.

Ineffective

Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

- 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.

1.2. Competency
Evaluation of teachers

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.

Principal prioritizes and applies teacher evaluations by:

Effective

- Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
- Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;
- Following processes and procedures outlined in the corporation evaluation plan for all staff members

Principal prioritizes and applies teacher evaluations by:

Improvement
Necessary

- 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.

Ineffective

Principal does not prioritize and apply teacher evaluations by:

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

- Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
- Rarely or never using teacher evaluation to differentiate the performance of teachers;
- Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

1.3. Competency
Professional development

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- 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:

Effective

- 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:

Improvement Necessary

- 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.

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

1.4. Competency
Leadership and talent
development

Ineffective

Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:

- Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;
- Providing no variety in format of learning opportunities;
- Failing to provide professional learning opportunities based on evaluation results.

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Encouraging and supporting teacher leadership and progression on career ladders;
- Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;
- Recognizing and celebrating emerging leaders.

Effective

Principal develops leadership and talent by:

- Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;
- Providing formal and informal opportunities to mentor emerging leaders;
- Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.

Improvement Necessary

Principal develops leadership and talent by:

- Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;
- Providing formal and informal opportunities to mentor some, but not all, emerging leaders;

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

- 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:

Ineffective

- 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.

1.5. Competency
Delegation

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- 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:

Effective

- 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.

Improvement
Necessary

Principal delegates tasks and responsibilities appropriately by:

- Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;
- Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

- Providing support, but not always as needed.

Principal <u>does not</u> delegate tasks and responsibilities appropriately by:

Ineffective

- 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.

1.6. Competency
Strategic assignment

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.

Principal uses staff placement to support instruction by:

Effective

- 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:

Improvement
Necessary

- Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

Principal <u>does not</u> use staff placement to support instruction by:

Ineffective
- 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.

6. Competency Notes:

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

1.7. Competency
Addressing teachers who are in need of improvement or ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective
- 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:

Effective
- 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:

Improvement Necessary
- Occasionally monitoring the success of remediation plans;
- Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

1. Human Capital Manager   Number of Competencies: 7

Domain Description: 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.

Principal <u>does not</u> address teachers in need of improvement or ineffective by:

Ineffective

- 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.

1. Personal Behavior   Number of Competencies: 4

Domain Description: 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.

1.1. Competency
Professionalism

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- 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:

Effective

- 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:

Improvement
Necessary

- 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:

Ineffective

- 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.

1.2. Competency
Time management

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;

1. Personal Behavior   Number of Competencies: 4

Domain Description: 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.

- Monitoring use of time to identify areas that are not effectively utilized;

Effective	**Principal manages time effectively by:** - Establishing yearly, monthly, weekly, and daily priorities and objectives; - Identifying and consistently prioritizing activities with the highest-leverage on student achievement.
Improvement Necessary	**Principal manages time effectively by:** - Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; - Occasionally prioritizes activities unrelated to student achievement.
Ineffective	**Principal manages time effectively by:** - Rarely or never establishing timely objectives or priorities; - Regularly prioritizing activities unrelated to student achievement;

1.3. Competency
Using feedback to improve
student performance

Highly Effective	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated. - Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.
Effective	**Principal uses feedback to improve student performance by:**

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1. Personal Behavior — Number of Competencies: 4

Domain Description: 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.

- 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:

Improvement Necessary

- 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:

Ineffective

- Regularly avoiding or devaluing feedback;
- Rarely or never applying feedback to shape priorities.

1.4. Competency
Initiative and persistence

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Exceeding typical expectations to accomplish ambitious goals;
- Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;
- Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.

Highly Effective

Effective

Principal displays initiative and persistence by:

- Consistently achieving expected goals;
- Taking on voluntary responsibilities that contribute to school success;
- Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;

1. Personal Behavior   Number of Competencies: 4

Domain Description: 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.

- Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

Principal displays initiative and persistence by:

Improvement
Necessary

- Achieving most, but not all expected goals;
- Occasionally taking on additional, voluntary responsibilities that contribute to school success;
- Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;
- Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

Principal <u>does not</u> display initiative and persistence by:

Ineffective

- 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.

2. Instructional Leadership   Number of Competencies: 3

Domain Description: 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.

2.1. Competency Highly Effective
Mission and
vision

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Defining long, medium, and short-term application of the vision and/or mission;
- Monitoring and measuring progress toward the school's vision and/or mission;
- Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;

2. Instructional Leadership   Number of Competencies: 3

Domain Description: 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.

- 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.

Effective

Principal supports a school-wide instructional vision and/or mission by:

- Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);
- Defining specific instructional and behavioral actions linked to the school's vision and/or mission;
- Ensuring all key decisions are aligned to the vision and/or mission;
- Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.

Improvement Necessary

Principal supports a school-wide instructional vision and/or mission by:

- Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);
- Making significant key decisions without alignment to the vision and/or mission;
- Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.

Ineffective

Principal <u>does not</u> support a school-wide instructional vision and/or mission by:

- Failing to adopt a school-wide instructional vision and/or mission;
- Defining a school-wide instructional vision and/or mission that is not applied to decisions;
- Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

2.2. Competency
Classroom
observations

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

2. Instructional Leadership   Number of Competencies: 3

Domain Description: 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.

- Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;
- Monitoring the impact of feedback provided to teachers.

Principal uses classroom observations to support student academic achievement by:

Effective
- Visiting all teachers frequently (announced and unannounced) to observe instruction;
- Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;
- Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.

Principal uses classroom observations to support student academic achievement by:

Improvement Necessary
- Occasionally visiting teachers to observe instruction;
- Occasionally analyzing student performance data to drive instruction evaluate instructional quality;
- Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.

Principal uses classroom observations to support student academic achievement by:

Ineffective
- 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.

2.3. Competency Teacher collaboration   Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Monitoring collaborative efforts to ensure a constant focus on student learning;
- Tracking best collaborative practices to solve specific challenges;

2. Instructional Leadership   Number of Competencies: 3

Domain Description: 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.

- Holding collaborating teams accountable for their results.

Principal supports teacher collaboration by:

Effective

- Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;
- Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;
- Aligning teacher collaborative efforts to the school's vision/mission.

Principal supports teacher collaboration by:

Improvement
Necessary

- Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;
- Supporting and encouraging teamwork and collaboration in a limited number of ways;
- Occasionally aligning teacher collaborative efforts to instructional practices.

Principal <u>does not</u> support teacher collaboration by:

Ineffective

- 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.

2. Building Relationships   Number of Competencies: 3

Domain Description: 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.

2.1. Competency   Highly Effective
Culture of urgency   **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**

2. Building Relationships   Number of Competencies: 3

Domain Description: 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.

- 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:

Effective

- 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:

Improvement Necessary

- 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:

Ineffective

- 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. Competency Communication

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- 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.

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2. Building Relationships   Number of Competencies: 3

Domain Description: 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.

Principal skillfully and clearly communicates by:

Effective

- 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:

Improvement
Necessary

- Messaging most, but not all, key concepts;
- Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;
- Utilizing a limited number of means and approaches to communication.

Principal does not skillfully and clearly communicate by:

Ineffective

- 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.

2.3. Competency
Forging consensus for change and improvement

Highly Effective

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.

2. Building Relationships   Number of Competencies: 3

Domain Description: 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.

Principal creates a consensus for change and improvement by:

Effective

- 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:

Improvement
Necessary

- 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:

Ineffective

- 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.

3. Leading Indicators of Student Learning   Number of Competencies: 3

Domain Description: 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.

3.1. Competency   Highly Effective
Planning and Developing
Student Learning Objectives

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;

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3. Leading Indicators of Student Learning   Number of Competencies: 3

Domain Description: 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.

- 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.

Effective

Principal supports the planning and development of Student Learning Objectives (SLOs) by:

- Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;
- Collaborating with teachers to identify standards or skills to be assessed;
- Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;
- Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;
- Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.
- Utilizing a tracking tool to monitor school-wide progress on SLOs;
- Ensuring teachers utilize a tracking tool to show student progress towards SLOs.

Improvement Necessary

Principal supports the creation of Student Learning Objectives (SLOs) by:

- Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;
- Occasionally collaborating with teachers to identify standards or skills to be assessed;
- Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;
- Working with teachers only occasionally throughout the year to measure progress towards goals;

3. Leading Indicators of Student Learning   Number of Competencies: 3

Domain Description: 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.

	• Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.
	Principal <u>does not</u> support the creation of Student Learning Objectives by:
Ineffective	• 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.
3.2. Competency Rigorous Student Learning Objectives	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:**
Highly Effective	• 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.
Effective	**Principal creates rigor in SLOs by:** • Ensuring teachers' SLOs define desired outcomes; • Ensuring assessments used correspond to the appropriate state content standards; • Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; • Ensuring an analysis of previous year's student data is included in the development of SLOs; • Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.
Improvement Necessary	**Principal creates rigor in SLOs by:** • Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;

3. Leading Indicators of Student Learning   Number of Competencies: 3

Domain Description: 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.

- Assessing baseline data that may not be effectively used to assess students' starting points;
- Selecting and allowing for assessments that may not be appropriately aligned to state content standards.

Principal creates rigor in SLOs by:

Ineffective
- 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.

3.3. Competency
Instructional time

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective
- Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.

Principal supports instructional time by:

Effective
- Removing all sources of distractions of instructional time;
- Promoting the sanctity of instructional time;
- Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.

Principal supports instructional time by:

Improvement
Necessary
- 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.

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3. Leading Indicators of Student Learning   Number of Competencies: 3

Domain Description: 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.

Principal <u>does not</u> support instructional time by:

Ineffective

- 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. Culture of Achievement   Number of Competencies: 3

Domain Description: 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.

3.1. Competency
High expectations

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- 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.

3. Culture of Achievement   Number of Competencies: 3

Domain Description: 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.

Effective

Principal creates and supports high academic and behavior expectations by:

- Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;
- Empowering students to set high and demanding expectations for themselves;
- Ensuring that students are consistently learning, respectful, and on task;
- Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;
- Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.

Improvement
Necessary

Principal creates and supports high academic and behavioral expectations by:

- Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;
- Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.

Ineffective

Principal does not create or support high academic and behavior expectations by:

- Accepting poor academic performance and/or student behavior;
- Failing to set high expectations or sets unrealistic or unattainable goals.

3.2. Competency
Academic rigor

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.

3. Culture of Achievement   Number of Competencies: 3

Domain Description: 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.

Effective

Principal establishes academic rigor by:

- Creating ambitious academic goals and priorities that are accepted as fixed and immovable.

Improvement Necessary

Principal establishes academic rigor by:

- Creating academic goals that are nearing the rigor required to meet the school's academic goals;
- Creating academic goals but occasionally deviates from these goals in the face of adversity.

Ineffective

Principal has not established academic rigor by:

- Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;
- Consistently sets and abandons ambitious academic goals.

3.3. Competency
Data usage in teams

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Data used as basis of decision making is transparent and communicated to all stakeholders;
- Monitoring the use of data in formulating action plans to identify areas where additional data is needed.

Effective

Principal utilizes data by:

- Orchestrating frequent and timely team collaboration for data analysis;
- Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.

Improvement Necessary

Principal utilizes data by:

- Occasionally supporting and/or orchestrating team collaboration for data analysis;

3. Culture of Achievement   Number of Competencies: 3

Domain Description: 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.

- Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.

Principal does not utilize data by:

Ineffective

- Rarely or never organizing efforts to analyze data;
- Rarely or never applying data analysis to develop action plans.

Special Education Administrators Rubric *(v.2020)*

1.01 Recruits, hires and retains quality employees

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	The special education administrator:	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed.	Consistently uses a candidate's displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions.		
Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary.	Demonstrates the ability to maintain and retain effective and highly effective personnel.		
	Aligns personnel decisions with the vision and mission of the co-op.		
	Follows all hiring procedures appropriately.		
	Finds replacements for open positions in a timely manner.		
	Hires staff with appropriate licensing/credentials.		
	Communicates with HR Coordinator and shares accurate information with the candidate.		
	Provides appropriate follow- up after recommending employment.		

1.02 Effectively carries out personnel evaluation procedures

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

Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process.	Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building.		
	Uses personnel evaluations to credibly differentiate the performance of personnel.		
	Follows processes and procedures outlined in the corporation evaluation plan for all staff members.		

1.03 Provides meaningful Professional Development for co-op and district personnel

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Frequently creates learning opportunities in which highly effective Personnel support their peers.	Provides learning opportunities to personnel aligned to professional needs and the strategic plan.		
Monitors the impact of implemented learning opportunities on student achievement.	Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.		
Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources.	Provides differentiated learning opportunities to Personnel based on evaluation results.		

1.04 Provides leadership for talent development

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Encourages and supports personnel leadership and progression on career ladders.	Provides formal and informal opportunities to mentor emerging leaders.		
Systematically provides opportunities for emerging leaders to distinguish themselves.	Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities.		

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Recognizes and celebrates emerging leaders.	Provides appropriate recommendations for performance improvement for those rated ineffective or needs improvement.

1.05 Delegates responsibilities to assist in the effective operation of the organization

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Encourages and supports staff members to seek out additional responsibilities.	Determines which tasks are appropriate for delegation and which are not.		
	Seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness.		
	Monitors the progress towards success of those to whom delegations have been made.		
	Provides support to staff members as needed.		

1.06 Strategically assigns personnel

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision.	Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals, and maximizes achievement for all students.		
	Strategically assigns support staff to Personnel and classes as necessary to support student achievement.		
	Implements a system for accurately		

projecting caseloads for hiring and
assignment purposes.

Always considers the best interest of the
students, the co-op and local districts when
making staff assignments.

Reacts promptly when assignment changes
are needed.

1.07 Addresses personnel who are in need of improvement or are ineffective

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Stays in frequent communication with personnel on remediation plans to ensure necessary support.	Develops remediation plans with personnel rated as ineffective or in need of improvement.		
Tracks remediation plans in order to inform future decisions about effectiveness of certain supports.	Monitors the success of remediation plans.		
	Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel.		

1.08 Conducts personnel observations as required by evaluation system

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by all personnel as absolute priorities.	Visits all personnel frequently to observe instruction/treatment.		
Monitors the impact of feedback provided to teachers.	Analyzes student data with personnel to drive instruction and evaluate instructional quality via IEP development (ADD).		

Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data.

Established a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods.

1.09 Establishes culture of collaboration

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Monitors collaborative efforts to ensure a constant focus on student learning.	Establishes a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods.		
Tracks best collaborative practices to solve specific challenges.	Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving.		
Holds collaborating teams accountable for their results.	Aligns collaborative efforts to the school's vision/mission.		
	Establishes and provides for ongoing collaboration across special education areas/corporations.		

Domain 2: High Leverage Practices or Instructional Leadership (40.00%)

2.01 Promotes activities that contribute to social emotional and academic success

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Utilizes SLOs as the basis of developing program goals.	Collaborates with personnel to identify skills to be assessed that are aligned with state standards.		

Communicates the purpose and progress towards SLOs with community members, parents, and other stakeholders.

Ensures students are aware of and can communicate the academic expectations inherent in SLOs.

Empowers personnel, and students to participate in the monitoring of progress towards SLOs.

Revisits the use and design of personnel and school-wide tracking tools.

Collaborates with personnel to develop/select assessments to evaluate overall student progress.

2.02 Ensures SLOs meet standards outlined in evaluation system

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
	Supports each corporation's culture and climate to improve social emotional and academic student success.		
	Systematically work with corporations to improve connections, interventions and inclusion for all students as well as those with disabilities		
	Engage in practices on effective methods that support struggling learner's success		
	Provide professional development to support instructional practices		
	Promote a consistent organized and respectful learning environment such as expectations, routines and procedures for student success.		
	Establish teamwork, reflection, conversation, sharing, openness and problem solving are aligned with co-op priorities		

2.03 Promotes effective use of instructional time

SE A 6

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	The special education administrator:	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Removes all sources of distractions of instructional time.		
	Promotes the sanctity of instructional time.		
	Ensures every minute of instructional time is maximized in the service of student learning.		
	Develops and maintain efficient policies/procedures that keep personnel in front of students to the greatest extent possible.		

2.04 Expects academic rigor

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	The special education administrator:	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Creates systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Creates ambitious academic goals and priorities that are accepted as fixed and immovable.		
	Supports rigor in learning for all students.		

2.05 Promotes comprehensive data usage

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	The special education administrator:	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Data used as basis of decision making is	Orchestrates frequent and timely team		

transparent and communicated to all stakeholders.

collaboration for data analysis.

Monitors the use of data in formulating action plans to identify areas where additional data is needed.

Develops and supports others in formulating action plans for immediate implementation that are based on data analysis.

Domain 3: Leadership and Professional Responsibilities (20.00%)

3.01 Creates and supports the mission and vision of the organization

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Defines long, medium, and short-term application of the vision and/or mission.	Assists in Creating a vision and/or mission for the cooperative.		
Monitors and measures progress toward the school's vision and/or mission.	Defines specific instructional and behavioral actions linked to the co-op's vision and/or mission.		
Frequently revisits and discusses the vision and/or mission to ensure appropriateness and rigor.	Ensures all key decisions are aligned to the vision and/or mission of the co-op.		
Cultivates complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	Cultivates a commitment to and ownership of the co-op's vision and/or mission within the majority of the personnel and students, as evidenced by the vision/mission being communicated consistently and in a variety of settings.		

3.02 Exhibits professionalism

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator's:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community.	Models professional, ethical, and respectful behavior.		

Creates mechanisms, systems, and/or incentives to motivate students (when appropriate) and colleagues to display professional, ethical, and respectful behavior at all times.

Expects students and colleagues to display professional, ethical, and respectful behavior at all times.

Articulates and communicates appropriate behavior to all personnel.

Upholds all of the policies and procedures of the assigned school and SSJCSS.

Interpersonal conduct with subordinates, colleagues and supervisor is supportive, cordial, collaborative and respectful.

3.03 Establishes procedures and expectation for time management

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives.	Establishes yearly, monthly, weekly, and daily priorities and objectives.		
Monitors use of time to identify areas that are not effectively utilized.	Identifies and consistently prioritizes activities with the highest-leverage on student achievement.		
	Uses time efficiently, focusing on priorities and objectives.		

3.04 Uses feedback to improve student performance

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other	Actively solicits feedback and help from colleagues and stakeholders.		

stakeholders to improve student
performance.

Identifies the most efficient means through
which feedback can be generated.

Acts upon feedback to shape strategic
priorities to be aligned to student
achievement/ progress.

Establishes "feedback loops" in which those
who provide feedback are kept informed of
actions taken based on that feedback.

3.05 Forges consensus for change and improvement

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Guides others through change and addresses resistance to that change.	Uses effective strategies to work toward a consensus for change and improvement.		
Monitors the success of strategies and revises based on strengths and weaknesses.	Systematically manages and monitors change processes.		
Creates cultural changes that reflect and support building a consensus for change.	Secures cooperation from key stakeholders in planning and implementing change and driving improvement.		

3.06 Exhibits initiative and persistence

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Exceeds typical expectations to accomplish ambitious goals.	Consistently achieves expected goals.		
Regularly identifies, communicates, and addresses the school's most significant obstacles to student achievement.	Takes on voluntary responsibilities that contribute to school success.		
Engages with key stakeholders at the district and state level, and within the local community to create solutions to the school's	Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most		

most significant obstacles to student achievement.	significant obstacles to student growth or achievement.		

3.07 Promotes a culture of urgency and high expectations

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator's:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Celebrates progress while maintaining a focus on continued improvement.	Emphasizes the importance of high expectations for ALL students and the imminent need for increased student achievement.		
Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations.	Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding.		
Creates systems and approaches to monitor the level of academic and behavior expectations.	Leads a relentless pursuit of high expectations for both students and personnel.		
	Empowers personnel and staff to set high and demanding academic and behavior expectations for every student.		
	Encourages staff to grow professionally and utilize newly learned information.		
	Ensures the use of practices with proven effectiveness.		
	Sets clear expectations for instructional practices.		

3.08 Communicates professionally

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
To the extent possible, messages key	Messages key concepts, such as the school's		

concepts in real time.

goals, needs, plans, success, and failures.

Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate and identifying the most appropriate channel of communicating in specific situations.

Interacts with a variety of stakeholders, including students, families, community groups, central office, associations, etc.

Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, emails, newsletters, websites, etc.

3.09 Provides special education information, direction and guidance for compliance purposes

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the special education administrator:	*The special education administrator:*	The special education administrator meets most, but not all of the effective elements.	The special education administrator meets few or none of the effective elements.
Creates effective appeals to State when appropriate.	Remains current about mandates, procedures and responsibilities (including Continuous Improvement Monitoring).		
Plans for and implements effective change when errors have been made.	Provides accurate information on mandates, procedures and responsibilities to school leaders and other personnel.		
Successfully negotiates resolutions.	Recommends appropriate course of action on program and service issues.		
	Provides quality staff to support local special education programs.		
	Assists schools with responses to compliance issues and the development of action plans.		
	Assists schools with complaints, resolutions and due process hearings as necessary.		

3.10 The Executive Director effectively supports all Governing Board functions

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective	*The special education administrator:*	The special education administrator meets	The special education administrator meets

elements, the special education administrator:

most, but not all of the effective elements.

few or none of the effective elements.

Establishes and monitors effective strategic plan for the co-op.

Manages all personnel, policy and procedural matters and brings recommendations about these matters to the Governing Board.

Develops and streamlines systems of communication to all co-op and district administrators and special education personnel.

Efficiently and effectively manages changes to facility, transportation and other operational matters.

Takes the lead in establishing a comprehensive and coordinated professional development plan for co-op and district administrators and special education personnel.

Acts on behalf of the Governing Board in any matter not covered by Governing Board Policy.

Establishes annual budget and maintains efficient procedures and effective controls over all financial matters.

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance - Each area that does not meet standard yields a .2 deduction from total score.

Meets Standard

Does Not Meet Standard

Special education administrator has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement.

Special education administrator has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.

4.2 On-time Arrival - Each area that does not meet standard yields a .2 deduction from total score.

Meets Standard

Does Not Meet Standard

Special education administrator has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.

Special education administrator has demonstrated a pattern of unexcused late arrivals or early departures.

4.3 Policies and Procedures - Each area that does not meet standard yields a .2 deduction from total score.

Meets Standard	Does Not Meet Standard
Special education administrator follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	Special education administrator has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).

4.4 Respect - Each area that does not meet standard yields a .2 deduction from total score.

Meets Standard	Does Not Meet Standard
Special education administrator interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	Special education administrator has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.

4.5 Ethical - Each area that does not meet standard yields a .2 deduction from total score.

Meets Standard	Does Not Meet Standard
Special education administrator performs the function of the job in an ethical manner and maintains confidentiality at all times.	Special education administrator has demonstrated a pattern of performing the function of the job in an ethical manner or breaking confidentiality requirements.

Clinton County Joint Services Teacher Effectiveness Rubric *(v.2018)*

Domain 1: PURPOSEFUL PLANNING (25.00%)

1.1 Utilize Assessment Data to Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher consistently uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lesson plans aligned to the goals	Teacher intermittently uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lesson plans aligned to the goals	Teacher rarely uses multiple assessment data (PLOP) to formulate achievement goals, unit plans, and lesson plans aligned to the job
	Teacher consistently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking	Teacher intermittently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking	Teacher rarely develops student IEP goals that are measurable, aligned to content standards, and include benchmarking

1.2 Create Objective-Driven Lesson Plans and Assessments

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

1.3 Track Student Data and Analyze Progress

SET 1

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus			
Uses daily checks for understanding for additional data points			
updates tracking system daily	Teacher consistently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring)	Teacher intermittently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring)	Teacher rarely uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring)
uses data analysis of student progress to drive lesson planning for the following day	Teacher consistently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring)	Teacher intermittently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring)	Teacher rarely analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring)
	Teacher consistently maintains a grading system aligned to student learning goals (Progress Monitoring)	Teacher intermittently maintains a grading system aligned to student learning goals (Progress Monitoring)	Teacher rarely maintains a grading system aligned to student learning goals (Progress Monitoring)

Domain 2: EFFECTIVE INSTRUCTION (60.00%)

2.1 Develop student understanding and mastery of lesson objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Importance of the objective is consistently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s)	Importance of the objective is intermittently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s).	Importance of the objective is rarely explained so that students understand why they are learning what they are learning in relation to the IEP goal(s)
Students can explain what they are learning and why it is important, beyond repeating the stated objective			
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	Lesson intermittently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	Lesson rarely builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
	The lesson objective consistently is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson	The lesson objective intermittently is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson	The lesson objective is rarely specific, measurable, and aligned to standards. It does not convey what students are learning and what they will be able to do by the end of the lesson
	Consistently the objective is written in a	Intermittently the objective is written in a	Rarely the objective is written in a student-

student-friendly manner and/or explained to students in easy-to-understand terms	student-friendly manner and/or explained to students in easy-to-understand terms	friendly manner and/or explained to students in easy-to-understand terms
The lesson is consistently well-organized to move students towards mastery of the objective	The lesson is intermittently well-organized to move students towards mastery of the objective	The lesson is rarely well-organized to move students towards mastery of the objective

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Teacher consistently restates and rephrases instruction in multiple ways to increase understanding	Teacher intermittently restates and rephrases instruction in multiple ways to increase understanding	Teacher rarely restates and rephrases instruction in multiple ways to increase understanding
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	Teacher consistently demonstrates content knowledge and delivers content that is factually correct	Teacher intermittently demonstrates content knowledge and delivers content that is factually correct	Teacher rarely demonstrates content knowledge and delivers content that is factually correct
Explanations spark student excitement and interest in the content	Content is consistently clear, concise and well-organized	Content is intermittently clear, concise and well-organized	Content is rarely clear, concise and well-organized
Students participate in each other's learning of content through collaboration during the lesson	Teacher consistently emphasizes key points or main ideas in content	Teacher intermittently emphasizes key points or main ideas in content	Teacher rarely emphasizes key points or main ideas in content
	Teacher consistently uses developmentally appropriate language and explanations	Teacher intermittently uses developmentally appropriate language and explanations	Teacher rarely uses developmentally appropriate language and explanations
	Teacher consistently implements relevant instructional strategies learned via professional development	Teacher intermittently implements relevant instructional strategies learned via professional development	Teacher rarely implements relevant instructional strategies learned via professional development

2.3 Engage students in academic content

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Consistently 3/4 or more of students are actively engaged in content at all times and not off-task	Intermittently 3/4 or more of students are actively engaged in content at all times and not off-task	Rarely are 3/4 or more of students actively engaged in content and not off-task

SET 3

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	Teacher consistently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	Teacher intermittently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	Teacher rarely provides multiple ways of engaging with content aligned to the lesson objective
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do	Ways of engaging with content consistently reflect different learning modalities or intelligences	Ways of engaging with content intermittently reflect different learning modalities or intelligences	Ways of engaging with content rarely reflect different learning modalities or intelligences
Teacher effectively integrates technology as a tool to engage students in academic success	Teacher consistently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	Teacher intermittently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	Teacher rarely adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged
	ELL and IEP students consistently have the appropriate accommodations to be engaged in content	ELL and IEP students intermittently have the appropriate accommodations to be engaged in content	ELL and IEP students rarely have the appropriate accommodations to be engaged in content
	Students consistently work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Students intermittently work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Students rarely work hard or are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)

NOTES

2.4 Check for Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Teacher consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher intermittently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher rarely checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)
Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)			
Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	Teacher intermittently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	Teacher rarely uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding
	Teachers consistently uses wait time effectively both after posing a question and	Teachers intermittently uses wait time effectively both after posing a question and	Teachers rarely uses wait time effectively both after posing a question and before

SET 4

before helping students think through a response	before helping students think through a response	helping students think through a response
Teacher doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students	Teacher doesn't allow students to "opt-out" of checks for understanding and intermittently cycles back to these students	Teacher allows students to "opt-out" of checks for understanding and rarely cycles back to these students
Teacher consistently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher intermittently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher rarely assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)

2.5 Modify Instruction as Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus Teacher anticipates student misunderstandings and preemptively addresses them	Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	Teacher intermittently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	Teacher rarely makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher consistently responds to misunderstandings with effective scaffolding techniques	Teacher intermittently responds to misunderstandings with effective scaffolding techniques	Teacher rarely responds to misunderstandings with effective scaffolding techniques
	Teacher doesn't give up, but consistently continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher intermittently continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher rarely continues to try to address misunderstanding with different techniques if the first try is not successful

2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus Lesson is accessible and challenging to all students	Lesson is consistently accessible and challenging to almost all students	Lesson is intermittently accessible and challenging to almost all students	Lesson is rarely accessible and challenging to almost all students

SET 5

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

NOTES

2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus Manages instructional resources so routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	Manages instructional resources so routines, transitions, and procedures are consistently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Manages instructional resources so routines, transitions, and procedures are intermittently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Manages instructional resources so routines, transitions, and procedures are rarely well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Students are consistently engaged in meaningful work except for brief periods of time (for example, during attendance)	Students are intermittently engaged in meaningful work except for brief periods of time (for example, during attendance)	Students are rarely engaged in meaningful work except for brief periods of time (for example, during attendance)
Students share responsibility for operations and routines and work well together to accomplish these tasks	Teacher consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher intermittently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher rarely delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective
All students are on task and follow instructions of teacher without prompting	Students are consistently on task and follow instructions of teacher without much prompting	Students are intermittently on task and following instructions of teacher without much prompting	Students are rarely on task and following instructions of teacher without much prompting
Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major	Disruptive behaviors and off task conversations are rare; when they occur, they are consistently addressed without	Disruptive behaviors and off task conversations are intermittently addressed without major interruption to the lesson	Disruptive behaviors and off task conversations are rarely addressed without major interruption to the lesson

SET 6

interruption to the lesson	major interruption to the lesson		
	Students consistently arrive on time and are aware of the consequences of arriving late (unexcused)	Students intermittently arrive on time and are aware of the consequences of arriving late (unexcused)	Students rarely arrive on time and are aware of the consequences of arriving late (unexcused)
	Class consistently starts on-time	Class intermittently starts on-time	Class rarely starts on-time

NOTES

2.8 Create Classroom Culture of Respect and Collaboration

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

NOTES

2.9 Set High Expectations for Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Teacher consistently sets high expectations for students of all levels	Teacher intermittently sets high expectations for students of all levels	Teacher rarely sets high expectations for students of all levels
Students participate in forming academic goals for themselves and analyzing their progress			
Students demonstrate high academic	Students are consistently invested in their	Students are intermittently invested in their	Students are rarely invested in their work

SET 7

expectations for themselves	work and value academic success as evidenced by their effort and quality of their work	work and value academic success as evidenced by their effort and quality of their work	and value academic success as evidenced by their effort and quality of their work
Student comments and actions demonstrate that they are excited about their work and understand why it is important	The classroom is consistently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)	The classroom is intermittently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)	The classroom is rarely a safe place to take on challenges and risk failure (students feel shy about asking questions or bad about answering incorrectly)
	Teacher consistently celebrates and praises academic work	Teacher intermittently celebrates and praises academic work	Teacher rarely celebrates and praises academic work
	High quality work of all students is consistently displayed in the classroom	High quality work of students is intermittently displayed in the classroom	High quality work of students is rarely displayed in the classroom

Domain 3: TEACHER LEADERSHIP (15.00%)

3.1 Contribute to School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Consistently contribute ideas and expertise to further the school's mission and initiatives	Intermittently contribute ideas and expertise to further the school's mission and initiatives	Rarely contribute ideas and expertise to further the schools' mission and initiatives
Seek out leadership roles			
Go above and beyond in dedicating time for students and peers outside of class	Consistently dedicate time efficiently, when needed, to helping students and peers outside of class	Intermittently dedicate time efficiently, when needed, to helping students and peers outside of class	Rarely dedicate time efficiently, when needed, to helping students and peers outside of class

3.2 Seek/Share Professional Skills and Knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher Nearly Always fulfills criteria for an effective teacher; plus	Consistently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.)	Intermittently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.)	Rarely pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.)
Regularly share newly learned knowledge and practices with others			
Seek out opportunities to lead professional development sessions	Consistently seek out ways to implement new practices into instruction, where applicable	Intermittently seek out ways to implement new practices into instruction, where applicable	Rarely seek out ways to implement new practices into instruction, where applicable
Go above and beyond in seeking out opportunities to collaborate	Consistently seek out and participate in regular opportunities to work with and learn	Intermittently seek out and participate in regular opportunities to work with and learn	Rarely seek out and participate in regular opportunities to work with and learn from

SET 8

| | from others. Ask for assistance, when needed | from others. Ask for assistance, when needed | others. Ask for assistance, when needed |
| | Consistently welcome constructive feedback to improve practices | Intermittently welcome constructive feedback to improve practices | Rarely welcome constructive feedback to improve practices |

3.3 Advocate for Student Success

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

Domain 4: CORE PROFESSIONALISM (Special Weighting)

4.1 Attendance

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

NOTES

4.2 On-Time Arrival

SET 9

Meets Standard	**Does Not Meet Standard**
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

4.3 Policies and Procedures

Meets Standard	**Does Not Meet Standard**
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, Article 7 compliance timelines, Special Education rules and regulations)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, Article 7 compliance timelines, Special Education rules and regulations)

4.4 Respect

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

SET 10

DOMAIN 1: Assessment, Data-Based Decision Making, and Accountability (25.00%)

1.1 Utilizes appropriate assessment and data collection methods

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	SLP consistently uses assessment and data collection methods that are:	SLP intermittently uses assessment and data collection methods that are:	SLP rarely uses assessment and data collection methods that are:
Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff	Appropriate for the intended purpose	Appropriate for the student, and administered, scored, and interpreted correctly	Inappropriate for the purpose and/or student, or
	Appropriate and individualized for the specific student's cultural, linguistic and disability background	Administered, scored, and interpreted correctly	Are administered, scored, or interpreted incorrectly
	Of sufficient variety for the intended purpose	But are limited in variety for the intended purpose	
		Limited in individualization for the specific student(s)	

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

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP fulfills the criteria for Level 3 and additionally:	SLP conducts evaluations that are:	SLP conducts evaluations that are:	SLP conducts evaluations that are:
Effectively communicates evaluation findings to school staff through written reports and conferences	Completed by compliance due dates	Completed by compliance dates	Completed past the compliance due dates
Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions	Compliant with minimum requirements of Article 7	Compliant with minimum requirements of Article 7	Not compliant with Article 7
	Appropriate for the student being evaluated	Limited in appropriateness for the student being evaluated and/or	Inappropriate for the student being evaluated

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Informative for instructional and/or
programming purposes

Limited in individualization for the specific
student(s)

Limited in providing instructionally relevant
information

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

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective SLP; plus	SLP consistently:	SLP intermittently:	SLP rarely:
	utilizes technology to meet the expectations of role and responsibilities	Involved in continued professional growth and learning regarding the use of technological tools and programs	Lacks knowledge about the use of technological tools and programs
Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance			
Provides mentoring and coaching to colleagues regarding the use of technological tools and programs	Example activities include using technological tools to collect assessment data, when appropriate; score data, summarize data, graph data and/or share data findings with others	Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s)	Lacks the skills need to use technological tools and programs
			Fails to engage in professional growth and learning to gain needed knowledge and skills

1.4 Utilize Assessment Data to Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	SLP consistently uses multiple assessment data (PLOP)to formulate achievement goals, unit plans, and lessons plans aligned to the goals	SLP intermittently uses multiple assessment data (PLOP)to formulate achievement goals, unit plans, and lessons plans aligned to the goals	SLP rarely uses multiple assessment data(PLOP) to formulate achievement goals, unit plans, and lessons plans aligned to the job
Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding			
	Teacher consistently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking	Teacher intermittently develops student IEP goals that are measurable, aligned to content standards, and include benchmarking	Teacher rarely develops student IEP goals that are measurable, aligned to content standards, and include benchmarking

1.5 Create Objective-Driven Lesson Plans and Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective

SLP Nearly Always fulfills criteria for an effective teacher; plus

Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction across all settings | SLP consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings | SLP intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings | SLP rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives across all settings |
| Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction across all settings | SLP consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings | SLP intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings | SLP rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by designing formative assessments that measure progress towards mastery and informed instruction across all settings |
| | SLP consistently plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings | SLP intermittently plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings. | SLP rarely plans daily lessons with meaningful objectives, instructional strategies, and assignments by identifying lesson objectives that are aligned to state content standards across all settings |

1.6 Track Student Data and Analyze Progress

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus

Uses daily checks for understanding for additional data points | SLP consistently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) | SLP intermittently uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) | SLP rarely uses an effective data tracking system to recording student assessment/progress data (Progress Monitoring) |
| updates tracking system daily | SLP consistently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) | SLP intermittently analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) | SLP rarely analyzes student progress towards mastery and plans future lessons/units accordingly (Progress Monitoring) |
| uses data analysis of student progress to drive lesson planning for the following day | SLP consistently maintains a grading system aligned to student learning goals (Progress Monitoring) | SLP intermittently maintains a grading system aligned to student learning goals (Progress Monitoring) | SLP rarely maintains a grading system aligned to student learning goals (Progress Monitoring) |

DOMAIN 2: Effective Instruction (60.00%)

2.1 Develop student understanding and mastery of lesson objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an	Importance of the objective	Importance of the objective	

effective teacher; plus

Students can explain what they are learning and why it is important, beyond repeating the stated objective

is consistently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s)

is intermittently explained so that students understand why they are learning what they are learning in relation to the IEP goal(s)

Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students

Lesson intermittently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students

The lesson objective consistently is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson

The lesson objective intermittently is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson

Consistently the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms

Intermittently the objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms

The lesson is consistently well-organized to move students towards mastery of the objective

The lesson is intermittently well-organized to move students towards mastery of the objective

NOTES

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus -SLP fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	SLP consistently restates and rephrases instruction in multiple ways to increase understanding	SLP consistently implements relevant instructional strategies learned via professional development	SLP rarely restates and rephrases instruction in multiple ways to increase understanding
SLP effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest	SLP consistently demonstrates content knowledge and delivers content that is factually correct	SLP intermittently demonstrates content knowledge and delivers content that is factually correct	SLP rarely demonstrates content knowledge and delivers content that is factually correct
Explanations spark student excitement and interest in the content	Content is consistently clear, concise and well-organized	Content is intermittently clear, concise and well-organized	Content is rarely clear, concise and well-organized
-Students participate in each other's learning of content through collaboration during the lesson	SLP consistently emphasizes key points or main ideas in content	SLP intermittently emphasizes key points or main ideas in content	SLP rarely emphasizes key points or main ideas in content

	Effective	Improvement Necessary	Ineffective
	SLP consistently uses developmentally appropriate language and explanations	SLP intermittently uses developmentally appropriate language and explanations	SLP rarely uses developmentally appropriate language and explanations
	SLP consistently implements relevant instructional strategies learned via professional development	SLP intermittently implements relevant instructional strategies learned via professional development	SLP rarely implements relevant instructional strategies learned via professional development

2.3 Engage students in academic content

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

2.4 Check for Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	SLP consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	SLP intermittently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	SLP rarely checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)
SLP checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)			
SLP uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	SLP consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	SLP intermittently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	SLP rarely uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding
	SLP consistently uses wait time effectively both after posing a question and before helping students think through a response	SLP intermittently uses wait time effectively both after posing a question and before helping students think through a response	SLP rarely uses wait time effectively both after posing a question and before helping students think through a response
	SLP doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students	SLP doesn't allow students to "opt-out" of checks for understanding and intermittently cycles back to these students	SLP allows students to "opt-out" of checks for understanding and rarely cycles back to these students
	SLP consistently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	SLP intermittently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	SLP rarely assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)

NOTES

2.5 Modify Instruction as Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	SLP consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	SLP intermittently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	SLP rarely makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students
SLP anticipates student misunderstandings and preemptively addresses them			
SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	SLP consistently responds to misunderstandings with effective scaffolding techniques	SLP intermittently responds to misunderstandings with effective scaffolding techniques	SLP rarely responds to misunderstandings with effective scaffolding techniques
	SLP doesn't give up, but consistently continues to try to address misunderstanding with different techniques if the first try is not successful	SLP intermittently continues to try to address misunderstanding with different techniques if the first try is not successful	SLP rarely continues to try to address misunderstanding with different techniques if the first try is not successful

2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	Lesson is consistently accessible and challenging to almost all students	Lesson is intermittently accessible and challenging to almost all students	Lesson is rarely accessible and challenging to almost all students
Lesson is accessible and challenging to all students			
Students are able to answer higher-level questions with meaningful responses	SLP consistently develops higher-level understanding through effective questioning	SLP intermittently develops higher-level understanding through effective questioning	SLP rarely develops higher-level understanding through effective questioning
Students pose higher-level questions to the teacher and to each other	Students consistently have opportunities to meaningfully practice, apply, and demonstrate that they are learning	Students intermittently have opportunities to meaningfully practice, apply, and demonstrate that they are learning	Students rarely have opportunities to meaningfully practice, apply, and demonstrate that they are learning
SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great	Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson intermittently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson rarely pushes almost all students forward due to differentiation of instruction based on each student's level of understanding
SLP encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	SLP consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	SLP intermittently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	SLP rarely shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks

2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	Manages instructional resources so routines, transitions, and procedures are consistently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Manages instructional resources so routines, transitions, and procedures are intermittently well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Manages instructional resources so routines, transitions, and procedures are rarely well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher
Manages instructional resources so routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher			
Students are always engaged in meaningful work while waiting for the teacher (for	Students are consistently engaged in meaningful work except for brief periods of	Students are intermittently engaged in meaningful work except for brief periods of	Students are rarely engaged in meaningful work except for brief periods of time (for

SP 7

Highly Effective	Effective	Improvement Necessary	Ineffective
example, during attendance)	time (for example, during attendance)	time (for example, during attendance)	example, during attendance)
Students share responsibility for operations and routines and work well together to accomplish these tasks	SLP consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	SLP intermittently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	SLP rarely delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective
All students are on task and follow instructions of teacher without prompting	Students are consistently on task and follow instructions of teacher without much prompting	Students are intermittently on task and following instructions of teacher without much prompting	Students are rarely on task and following 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	Disruptive behaviors and off task conversations are rare; when they occur, they are consistently addressed without major interruption to the lesson	Disruptive behaviors and off task conversations are intermittently addressed without major interruption to the lesson	Disruptive behaviors and off task conversations are rarely addressed without major interruption to the lesson
	Students consistently arrive on time and are aware of the consequences of arriving late (unexcused)	Students intermittently arrive on time and are aware of the consequences of arriving late (unexcused)	Students rarely arrive on time and are aware of the consequences of arriving late (unexcused)
	Class consistently starts on-time	Class intermittently starts on-time	Class rarely starts on-time

NOTES

2.8 Create Classroom Culture of Respect and Collaboration

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are consistently respectful of their teacher and peers	Students are intermittently respectful of their teacher and peers	Students are rarely respectful of their teacher and peers
	Students consistently are given opportunities to collaborate and support each other in the learning process	Students intermittently are given opportunities to collaborate and support each other in the learning process	Students rarely are given opportunities to collaborate and support each other in the learning process
	SLP consistently reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (PBIS and/or BIP)	SLP intermittently reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (PBIS and/or BIP)	SLP rarely reinforces positive character and behavior and rarely uses consequences appropriately to discourage negative behavior (PBIS and/or BIP)
	SLP consistently has a good rapport with students, and shows genuine interest in their thoughts and opinions	SLP intermittently has a good rapport with students, and shows genuine interest in their thoughts and opinions	SLP rarely has a good rapport with students, and shows genuine interest in their thoughts and opinions

NOTES

2.9 Set High Expectations for Academic Success

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

DOMAIN 3: SLP Leadership (15.00%)

3.1 Contribute to School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
SLP Nearly Always fulfills criteria for an effective teacher; plus	Consistently contribute ideas and expertise to further the school's mission and initiatives	Intermittently contribute ideas and expertise to further the school's mission and initiatives	Rarely contribute ideas and expertise to further the school's mission and initiatives
Seek out leadership roles			
Go above and beyond in dedicating time for students and peers outside of class	Consistently dedicate time efficiently, when needed, to helping students and peers outside of class	Intermittently dedicate time efficiently, when needed, to helping students and peers outside of class	

3.2 Seek/Share Professional Skills and Knowledge

Highly	Effective	Improvement	Ineffective

SP 9

Effective		Necessary	
SLP Nearly Always fulfills criteria for an effective teacher; plus	Consistently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.)	Intermittently pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.)	Rarely pursue opportunities to improve knowledge and practice (e.g. CPI, Jt. Srv Trg.)
Regularly share newly learned knowledge and practices with others			
Seek out opportunities to lead professional development sessions	Consistently seek out ways to implement new practices into instruction, where applicable	Intermittently seek out ways to implement new practices into instruction, where applicable	Rarely seek out ways to implement new practices into instruction, where applicable
Go above and beyond in seeking out opportunities to collaborate	Consistently seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed	Intermittently seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed	Rarely seek out and participate in regular opportunities to work with and learn from others. Ask for assistance, when needed
	Consistently welcome constructive feedback to improve practices	Intermittently welcome constructive feedback to improve practices	Rarely welcome constructive feedback to improve practices

3.3 Advocate for Student Success

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

DOMAIN 4: Core Professionalism (Special Weighting)

4.1 Attendance

Meets Standard

Does Not Meet Standard

Individual has not demonstrated a pattern of unexcused absences*

Individual demonstrates a pattern of unexcused absences *

4.2 On-Time Arrival

Meets Standard

Does Not Meet Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

4.3 Policies and Procedures

Meets Standard

Does Not Meet Standard

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

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

4.4 Respect

Meets Standard

Does Not Meet Standard

Individual demonstrates a pattern of

Individual demonstrates a pattern of failing

SP 11

interacting with students, colleagues,
parents/guardians, and community members
in a respectful manner

to interact with students, colleagues,
parents/guardians, and community members
in a respectful manner

Director ot Student Services *(v.2020)*

Domain 1: Academic Achievement (30.00%)

1.1 The Director of Student Services Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

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

1.2 The Director of Student Services Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student services 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 of student services regularly engages in professional development.	The director of student services sporadically engages in professional development.	The director of student services does not engage in professional development.

1.3 The Director of Student Services Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student services 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 director of student services 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 director of student services 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 director of student services 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 Director of Student Services Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly	Effective	Improvement	Ineffective

SS 1

Effective

The director of student services consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.

The director of student services regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.

Necessary

The director of student services rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.

The director of student services 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 of Student Services Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective

Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.

Effective

Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.

Improvement Necessary

Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.

Ineffective

Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6 The Director of Student Services Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective

The director of student services consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Effective

The director of student services generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Improvement Necessary

The director of student services rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Ineffective

The director of student services does not support students in academic preparation essential for a wide variety of post-secondary options.

Domain 2: Career Development (20.00%)

2.1 The Director of Student Services Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective

The director of student services facilitates age-appropriate career development, aligned

Effective

The director of student services facilitates age-appropriate career development, aligned

Improvement Necessary

The director of student services rarely facilitates age-appropriate career

Ineffective

The director of student services does not facilitate age-appropriate career

with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	with local, state, and national standards. Outside resources are occasionally used.	development, aligned with local, state, and national standards.	development.

2.2 The Director of Student Services Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student services 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 director of student services 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 director of student services promotes lifelong learning and employability skills. Some data is utilized.	The director of student services 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 director of student services rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The director of student services 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 director of student services does not promote lifelong learning and employability skills. Data is not used.

2.3 The Director of Student Services Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

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

2.4 The Director of Student Services Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student services consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring	The director of student services often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring	The director of student services rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring	The director of student services does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes,

| the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | knowledge, and skills necessary for lifelong learning and career readiness. |

Domain 3: Professional Leadership (30.00%)

3.1 The Director of Student Services Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student service'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 director of student services 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 of student services does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

3.2 The Director of Student Services Takes A Leadership Role As An Advocate Within The Student Services Department, The School Setting, And The Community.

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

3.3 The Director of Student Services Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

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

3.4 The Director of Student Services Adheres To Ethical Standards Of The Student Services Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

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Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student services 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 of student services 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 of student services 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 of student services has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

3.5 The Director of Student Services Plans, Organizes And Delivers An Effective Comprehensive Student Services Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
The student services 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 student services 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 student services program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The student services program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

3.6 The Director of Student Services Provides Systems Support By Effectively Managing The School Student Services Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective
The director of student services 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 director of student services 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 director of student services 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 director of student services 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.

NOTES

SS 5

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

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

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SUP 1

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	Employees throughout the corporation are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.	The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.	The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
\multicolumn{6}{l}{2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.}					
2.1	The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.	The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.	The superintendent is unaware of or indifferent to the data.
2.2	The superintendent demonstrates evidence of student improvement through student achievement results.	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

SUP 3

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.					
3.1	**The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.**	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	**The superintendent organizes time and projects for effective leadership.**	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

SUP 5

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

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members when needed.	The superintendent has little communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.	The superintendent rarely seeks input from the school board and tends to make unilateral decisions.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.					
5.1	The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.
5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.	The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

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

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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4	The superintendent provides responsible fiscal stewardship.	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

Social Worker Effectiveness Rubric *(v.2023)*

Domain 1: Purposeful Planning (10.00%)

Ia Utilize Student, School and Community Data to Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: Has mapped community resources and incorporated such resources into the school social work plan	*School social worker uses data to formulate culturally competent:*	*School social worker uses data to formulate culturally competent:*	School social worker rarely or never uses data when planning
	School-wide social work program goals, small group goals, and individual student goals; and school social workers uses data to schedule and coordinate annual case conferences, and move-in conferences	School-wide social work program goals, small group goals, OR individual student goals, but not all of the above	

Ib Set Ambitious and Measurable Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: Plans annual goals at the school-wide, targeted and individual levels			
	School social worker develops culturally competent student goals that are: measurable; aligned to Indiana School Social Work Standards; AND include benchmarks to help monitor progress and inform interventions throughout the year	School social worker develops annual student goals that are:- measurable The goals typically do not:- align to Indiana School Social Work Standards; OR include benchmarks to help monitor student progress and inform interventions throughout the year	School social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes

Ic Utilize Standards-Based Assessments and Interventions

Highly Effective	Effective	Improvement Necessary	Ineffective

At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:

Plans well-designed progress - monitoring assessments for each intervention. These plans include opportunities to assess periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal. Plans school-wide prevention strategies.

	Based on goals, school social worker plans culturally competent interventions by:- identifying evidence-based interventions, strategies and practices specific to the identified need, determining a base-line measure from which to determine a measureable outcome, and allocating an appropriate amount of time in which to achieve the identified goal	School social worker plans culturally competent interventions by: - utilizing information from school referral form and student interview School social worker typically does not: - complete a thorough data search of relevant school, community data and conduct parent /guardian interview prior to developing individual and/or group intervention strategies, utilize relevant research-based assessment tools	School social worker rarely or never plans assessments and/or interventions that are evidence--based OR there is little to no evidence that the school social worker plans interventions at all

1d Progress tracking and recording for the purposes of intervention analysis

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: Uses school-wide, group and individual data to understand the larger issues impacting sub- populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc.in order to better advocate for students impacted by such issues.	School social worker uses an effective progress monitoring system to: - regularly track and record student progress, use the data to inform interventions, conform to ethical codes and standards of practice	School social worker uses an effective system to: - track student progress, record student data School social worker typically does not: - use the data to monitor and adjust the intervention, conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records	School social worker rarely or never tracks and records student progress in case notes

Domain 2: Effective School Social Work Service (60.00%)

2a Knowledge of the laws, rules and policies which impact students, families and the school creating protections and/or barriers to successful student outcomes

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, all of the evidence listed under Level 3 is present, as well as: Work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community	School social worker: Possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions, is able to counsel students and parents effectively regarding relevant laws, rules and policies and, contribute to school policy decisions	School social worker: - Possesses a basic understanding of the laws rules, and policies which impact students, families, and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively and typically is not able to contribute to school policy decisions due to lack of knowledge, counsel students and families regarding the laws rules and policies which affect them, or advocate for students or families due to lack of knowledge	School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy. School social worker is unable to contribute to school policy decisions due to lack of knowledge. School social worker is unable to counsel students and families regarding the laws rules and policies which affect them. School social worker is unable to advocate for students or families due to lack of knowledge

2b Prevention Services

Highly Effective	Effective	Improvement Necessary	Ineffective
For level 4, all of the evidence listed under Level 3 is present, as well as the following: School social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success	School social worker routinely provides culturally competent prevention services, is involved in school wide data review and analysis, and is prepared to identify and implement school wide prevention programs and practices	School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but: Is not involved in school wide data review and analysis, and is unprepared to identify	School social worker does not: Allocate time for prevention services, is not involved in school wide data review and analysis, is unaware of the implications of the data analysis for student clients, and is unprepared to identify and implement prevention programs and practices

and implement school wide prevention programs and practices

2c Assessment Services

Highly Effective	Effective	Improvement Necessary	Ineffective
For level 4, all of the evidence listed under Level 3 is present, as well as the following: School social worker knows how to assess school-wide barriers to student and school success, such as excessively high numbers of student suspensions and expulsions, in order to assist school leadership teams in planning school reform	School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including : a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful, student data, parent or student interview/ social history, and, when appropriate, community information, culturally appropriate assessment instruments, serving on a multidisciplinary team to identify student strengths and needs, and using progress monitoring techniques to continually assess the response to the school social work intervention. The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and/or behavioral concerns and is able respond professionally to any crisis encountered in the school	School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention, but typically does not:- become familiar with, or choose to utilize, culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention, serve on a multidisciplinary team to identify student strengths and needs, or use progress monitoring techniques to continually assess the response to school social work interventions	School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students School social worker does not access student data, parent or student interview, or community information prior to determining an appropriate intervention School social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention

2d Intervention Services

Highly Effective	Effective	Improvement Necessary	Ineffective
For level 4, all of the evidence listed under Level 3 is present, as well as the following: The provision of professional development to			

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staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students may be encountering – and providing strategies to be implemented in the home, community, and the classroom that have been determined to assist in overcoming such barriers

	School social worker typically:- responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area, demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provides assistance in school-wide implementation, And collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams	School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, The school social worker typically does not: Utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area, demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation. Or collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams	School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, School social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area. School social worker has little understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams

2e Referral Services

Highly Effective	Effective	Improvement Necessary	Ineffective
For level 4, all of the evidence listed under Level 3 is present, as well as the following: The school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community. The school social worker makes efforts to advocate for, or develop, those resources which do not exist in the community, but for which there is an identified need			
	School social worker responds promptly to	School social worker typically responds to	School social worker is unfamiliar with school

referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources.

School social worker has a recognized and confidential protocol for receiving or making referrals.

Referrals are formally documented – including efforts to follow-up to determine the outcomes of those referrals

referrals from parents and staff and has a handful of resources to which students/parents are most often referred.

The school social worker typically does not:

Consistently Implement a recognized and confidential referral process, document all referrals, or routinely follow up on referrals to determine outcomes

community resources and rarely makes appropriate referrals to meet identified needs.

School social worker has no recognized protocol for receiving or making referrals.

Referrals from parents, staff, and/or the community are processed informally with little consideration for confidentiality.

There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the school social worker

2f School Social Work Skills

Highly Effective	Effective	Improvement Necessary	Ineffective
For level 4, all of the evidence listed under Level 3 is present, as well as the following: The school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development, and takes opportunities to share school social work knowledge and skills by providing professional development to the school / professional community	School social worker consistently demonstrates school social work skills which include: - knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, the organizational skills of time management, task completion and documentation, knowledge of diversity and cultural competence, knowledge and implementation of the Indiana School Social Work Standards, and ethical problem solving	School social worker demonstrates some, but not all, of the following school social work skills and/or may not demonstrate them consistently: knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, the organizational skills of time management, task completion and documentation, knowledge of diversity and cultural competence, knowledge and implementation of the Indiana School Social Work standards, and ethical problem solving	School social worker rarely demonstrates: Knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, the organizational skills of time management, task completion and documentation, knowledge of diversity and cultural competence, knowledge and implementation of the Indiana School Social Work Standards or ethical problem-solving

Domain 3: Leadership (15.00%)

3a Contribute to School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: Seek out leadership roles, and go above and beyond in making time for developing and supporting major school initiatives	*School social worker will:*	School social worker will:	
	Contribute ideas and expertise to further the schools' mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives	School social worker will: Contribute occasional ideas and expertise to further the school's mission and initiatives School social worker typically does not: Use time efficiently to allow for opportunities to support initiatives to improve the culture of the school	School social worker rarely or never provides ideas aimed at improving school efforts School social worker dedicates little or no time outside of school time towards helping students and peers.

3b Collaborate with Peers

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: Work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups such as the Indiana School Social Work Association			
	School social worker 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, and seek to provide other school professionals with assistance when needed	School social worker will: Participate in occasional opportunities to work with and learn from others, and ask for assistance when needed School social worker typically does not: Seek to provide other school professionals with assistance when needed	School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player

OR

regularly seek out opportunities to work with others OR work collaboratively with other student assistance professionals to develop a student assistance plan for the school

3c Seek Professional Skills and Knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: Regularly share newly learned knowledge and practices with others, and seek out opportunities to lead professional development sessions	School social worker will:- Actively pursue opportunities to improve knowledge and practice, seek out ways to implement new concepts into school social work practice, where applicable, and welcome constructive feedback to improve practices	School social worker will: Attend all mandatory professional development opportunities School social worker typically does not: Actively pursue optional professional development opportunities, seek out ways to implement new concepts into school social work practice, or accept constructive feedback well	School social worker rarely or never attends professional development opportunities School social worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills

3d Advocate for Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: Display commitment to the educational success of all the students in the school, and make changes and take risks to ensure student success	School social worker will:-	School social worker will:	School social worker rarely or never displays commitment to the educational success of

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| | Display commitment to the educational success of all his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs | Display commitment to the educational success of all his/her student clients.

School social worker typically does not:

Advocate for students' needs | his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs |

3e Engage Families and the Community in Student Achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: Strives to form relationships in which parents are given ample opportunity to participate in student achievement, and is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events			
	School social worker will:- Proactively reach out to parents and the community in a variety of ways to engage them in student achievement, respond promptly to contact from parents, and engage in all forms of parent outreach required by the school	School social worker will: Respond to contact from parents, and engage in all forms of parent outreach required by the school School social worker typically does not: proactively reach out to parents and the community to engage them in student achievement	School social worker rarely or never reaches out to parents and/or the community and frequently does not respond to contacts from parents

Domain 4: School Environment (15.00%)

4a Creating an environment of respect and rapport

Highly Effective	Effective	Improvement Necessary	Ineffective
The school social worker seeks out the student reflecting a high degree of comfort and trust in the relationship. The social worker teaches the student how to engage in positive interactions	The school social worker's interactions with the students are positive and respectful and the school social worker's activities promote positive student-student interactions	The school social worker's interactions are a mix of positive and negative. The school social worker's efforts at encouraging positive interactions among students are partially successful	The school social worker's interactions are negative or inappropriate, and the school social worker does not promote positive interactions among the students

4b Organizing physical space and time effectively

Highly	Effective	Improvement	Ineffective

~~Effective~~

Improvement
Necessary

~~Ineffective~~

The school social worker's office/milieu arrangements are inviting and conducive to the planned activities. The office eludes a comfortable and confidential environment for the student, staff, and parent, etc.

The school social worker 's office arrangements are inviting; the setting is conducive to confidentiality

The school social worker's attempts to create an inviting and well-organized physical environment are partially successful

The physical environment is in disarray or is inappropriate to the planned activities/and treatment of students

Domain 5: Core Professionalism (Special Weighting)

5.1 Attendance

**Meets
Standard**

**Does
Not
Meet
Standard**

Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

5.2 On-Time Arrival

**Meets
Standard**

**Does
Not
Meet
Standard**

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

5.3 Policies and Procedures

**Meets
Standard**

**Does
Not
Meet
Standard**

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for

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appropriate attire, etc.)

appropriate attire, etc.)

5.4 Respect

**Meets
Standard**

**Does
Not
Meet
Standard**

Individual demonstrates a pattern of
interacting with students, colleagues,
parents/guardians, and community members
in a respectful manner

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

RISE Teacher 3.0

1. Purposeful Planning   Number of Competencies: 5

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

1.1. Competency
Utilize Assessment Data to Plan

	Highly Effective	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding
	Effective	Teacher uses prior assessment data to formulate: • Achievement goals, unit plans, AND lesson plans
	Improvement Necessary	Teacher uses prior assessment data to formulate: • Achievement goals, unit plans, OR lesson plans, but not all of the above
	Ineffective	Teacher rarely or never uses prior assessment data when planning.

1.2. Competency
Set Ambitious and Measurable Achievement Goals

	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** • Plans an <u>ambitious</u> annual student achievement goal
	Effective	**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

1. Purposeful Planning   Number of Competencies: 5

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

	Improvement Necessary	**Teacher develops an annual student achievement goal that is:** • *Measurable* **The goal may *not*:** • Align to content standards; OR • Include benchmarks to help monitor learning and inform interventions throughout the year
	Ineffective	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3. Competency Develop Standards-Based Unit Plans and Assessments	Highly Effective	**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
	Effective	**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
	Improvement Necessary	**Based on achievement goals, teacher plans units by:** • Identifying content standards that students will master in each unit **Teacher may *not*:** • Create assessments before each unit begins for backwards planning

T 2

1. Purposeful Planning   Number of Competencies: 5

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

- Allocate an instructionally appropriate amount of time for each unit

1.4. Competency
Create Objective-Driven
Lesson Plans and Assessments

Ineffective	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

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

Highly Effective
- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction
- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction

Based on unit plan, teacher plans daily lessons by:

Effective
- Identifying lesson objectives that are aligned to state content standards.
- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives
- Designing formative assessments that measure progress towards mastery and inform instruction

Based on unit plan, teacher plans daily lessons by:

Improvement
Necessary
- Identifying lesson objectives that are aligned to state content standards
- Matching instructional strategies and activities/assignments to the lesson objectives.

Teacher may *not*:

- Design assignments that are meaningful or relevant
- Plan formative assessments to measure progress towards mastery or inform instruction.

T 3

1. Purposeful Planning
Number of Competencies: 5

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

	Ineffective	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

1.5. Competency
Track Student Data and Analyze Progress

Highly Effective

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

- Uses daily checks for understanding for additional data points
- Updates tracking system daily
- Uses data analysis of student progress to drive lesson planning for the following day

Effective

Teacher uses an effective data tracking system for:

- Recording student assessment/ progress data
- Analyzing student progress towards mastery and planning future lessons/units accordingly
- Maintaining a grading system aligned to student learning goals

Improvement Necessary

Teacher uses an effective data tracking system for:

- Recording student assessment/ progress data
- Maintaining a grading system

Teacher may *not*:

- Use data to analyze student progress towards mastery or to plan future lessons/units
- Have grading system that appropriately aligns with student learning goals

Ineffective

Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

T 4

2. Effective Instruction   Number of Competencies: 9

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

2.1. Competency
Develop student understanding and mastery of lesson objectives

Highly Effective

Teacher is highly effective at developing student understanding and mastery of lesson objectives

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

- Students can explain what they are learning and why it is important, beyond repeating the stated objective
- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection

Effective

Teacher is effective at developing student understanding and mastery of lesson objectives

- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson
- Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms
- Importance of the objective is explained so that students understand why they are learning what they are learning
- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
- Lesson is well-organized to move students towards mastery of the objective

Improvement Necessary

Teacher needs improvement at developing student understanding and mastery of lesson objectives

- 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

Ineffective

Teacher is ineffective at developing student understanding and mastery of lesson objectives

2. Effective Instruction   Number of Competencies: 9

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

- 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.

1. Competency Notes:

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

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

2.2. Competency Demonstrate and Clearly Communicate Content Knowledge to Students		Teacher is highly effective at demonstrating and clearly communicating content knowledge to students
		For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:
	Highly Effective	- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level
	Effective	Teacher is effective at demonstrating and clearly communicating content knowledge to students

2. Effective Instruction   Number of Competencies: 9

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

- Teacher demonstrates content knowledge and delivers content that is factually correct
- Content is clear, concise and well-organized
- Teacher restates and rephrases instruction in multiple ways to increase understanding
- Teacher emphasizes key points or main ideas in content
- Teacher uses developmentally appropriate language and explanations
- Teacher implements relevant instructional strategies learned via professional development

Improvement Necessary

Teacher needs improvement at demonstrating and clearly communicating content knowledge to students

- 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

Ineffective

Teacher is ineffective at demonstrating and clearly communicating content knowledge to students

- 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

2. Competency Notes:

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

2. Effective Instruction   Number of Competencies: 9

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

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

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

2.3. Competency
Engage students in academic content

Teacher is highly effective at engaging students in academic content

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

Highly Effective

- 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 is effective at engaging students in academic content

- 3/4 or more of students are actively engaged in content at all times and not off-task
- 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

Effective

- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged
- ELL and IEP students have the appropriate accommodations to be engaged in content
- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)

Improvement Necessary

Teacher needs improvement at engaging students in academic content

- Fewer than 3/4 of students are engaged in content and many are off-task

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2. Effective Instruction   Number of Competencies: 9

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

- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content
- Teacher may miss opportunities to provide ways of differentiating content for student engagement
- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective
- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content
- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging

Teacher is ineffective at engaging students in academic content

Ineffective

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

3. Competency Notes:

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

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

3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It

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2. Effective Instruction   Number of Competencies: 9

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

may also be effective to engage students via two or more strategies targeting the same modality.

2.4. Competency
Check for Understanding

Teacher is highly effective at checking for understanding

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

Highly Effective

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

Teacher is effective at checking for understanding

Effective

- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)
- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding
- Teacher uses wait time effectively both after posing a question and before helping students think through a response
- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students
- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)

Improvement Necessary

Teacher needs improvement at checking for understanding

- 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

2. Effective Instruction — Number of Competencies: 9

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

- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students
- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.

Teacher is ineffective at checking for understanding

Ineffective

- 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

4. Competency Notes:

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

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

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

2.5. Competency Modify Instruction As Needed

Highly Effective

Teacher is highly effective at modifying instruction as needed

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

- Teacher anticipates student misunderstandings and preemptively addresses them

2. Effective Instruction   Number of Competencies: 9

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

- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement

Effective

Teacher is effective at modifying instruction as needed

- 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

Improvement Necessary

Teacher needs improvement at modifying instruction as needed

- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students
- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective
- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding

Ineffective

Teacher is ineffective at modifying instruction as needed

- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students
- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques
- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

5. Competency Notes:

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

2. Effective Instruction   Number of Competencies: 9

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

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

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

Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work

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

Highly Effective

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

Teacher is effective at developing a higher level of understanding through rigorous instruction and work

Effective

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

Improvement Necessary

Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work

2. Effective Instruction   Number of Competencies: 9

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

- Lesson is not always accessible or challenging for students
- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)
- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding
- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate
- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying

Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work

Ineffective

- Lesson is not aligned with developmental level of students (may be too challenging or too easy)
- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.
- Lesson 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

6. Competency Notes:

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

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

2. Effective Instruction   Number of Competencies: 9

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

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

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

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

2.7. Competency
Maximize Instructional Time

Teacher is highly effective at maximizing instructional time

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

Highly Effective

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

Effective

Teacher is effective at maximizing instructional time

- 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

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2. Effective Instruction   Number of Competencies: 9

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

- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.

Teacher needs improvement at maximizing instructional time

Improvement Necessary

- Some students consistently arrive late (unexcused) for class without consequences
- Class may consistently start a few minutes late
- Routines, transitions, and procedures are in place, but require significant 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 is ineffective at maximizing instructional time

Ineffective

- Students may frequently arrive late (unexcused) for class without consequences
- Teacher may frequently start class late.
- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times
- There are significant periods of time in which students are not engaged in meaningful work
- 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

7. Competency Notes:

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

2. Effective Instruction   Number of Competencies: 9

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

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

2.8. Competency Create Classroom Culture of Respect and Collaboration		
	Highly Effective	Teacher is highly effective at creating a classroom culture of respect and collaboration *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance • Students reinforce positive character and behavior and discourage negative behavior amongst themselves
	Effective	Teacher is effective at creating a classroom culture of respect and collaboration • Students are respectful of their teacher and peers • Students are given opportunities to collaborate and support each other in the learning process • Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior • Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions
	Improvement Necessary	Teacher needs improvement at creating a classroom culture of respect and collaboration • 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

2. Effective Instruction   Number of Competencies: 9

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

Teacher is ineffective at creating a classroom culture of respect and collaboration

Ineffective

- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior
- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention
- Teacher rarely or never praises positive behavior
- Teacher rarely or never addresses negative behavior

8. Competency Notes:

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

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

2.9. Competency
Set High Expectations for
Academic Success

Teacher is highly effective at setting high expectations for academic success.

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

Highly Effective

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

Effective

Teacher is effective at setting high expectations for academic success.

- Teacher sets high expectations for students of all levels
- Students are invested in their work and value academic success as evidenced by their effort and quality of their work.

2. Effective Instruction   Number of Competencies: 9

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

- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)
- Teacher celebrates and praises academic work.
- High quality work of all students is displayed in the classroom

Teacher needs improvement at setting high expectations for academic success.

Improvement Necessary

- Teacher may set high expectations for some, but not others
- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging
- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)
- Teacher may praise the academic work of some, but not others
- High quality work of a few, but not all students, may be displayed in the classroom

Teacher is ineffective at setting high expectations for student success.

Ineffective

- Teacher rarely or never sets high expectations for students
- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments
- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers
- Teacher rarely or never praises academic work or good behavior
- High quality work is rarely or never displayed in the classroom

9. Competency Notes:

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

3. Teacher Leadership   Number of Competencies: 5

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

3.1. Competency
Contribute to School
Culture

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

- Seek out leadership roles
- Go above and beyond in dedicating time for students and peers outside of class

Effective

Teacher will:

- Contribute ideas and expertise to further the schools' mission and initiatives
- Dedicate time efficiently, when needed, to helping students and peers outside of class

**Improvement
Necessary**

Teacher will:

- Contribute occasional ideas and expertise to further the school's mission and initiatives

Teacher may *not*:

- Frequently dedicates time to help students and peers efficiently outside of class

Ineffective

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.

3.2. Competency
Collaborate with Peers

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 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

3. Teacher Leadership   Number of Competencies: 5

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

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

3.3. Competency
Seek Professional Skills and Knowledge

Highly Effective	**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
Effective	**Teacher will:** • Actively pursue opportunities to improve knowledge and practice • Seek out ways to implement new practices into instruction, where applicable • Welcome constructive feedback to improve practices
Improvement Necessary	**Teacher will:** • Attend all mandatory professional development opportunities

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3. Teacher Leadership   Number of Competencies: 5

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

Teacher may *not*:

- Actively pursue optional professional development opportunities
- Seek out ways to implement new practices into instruction
- Accept constructive feedback well

	Ineffective	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4. Competency
Advocate for Student
Success

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

Highly Effective

- Display commitment to the education of all the students in the school
- Make changes and take risks to ensure student success

Teacher will:

Effective

- Display commitment to the education of all his/her students
- Attempt to remedy obstacles around student achievement
- Advocate for students' individualized needs

Teacher will:

Improvement Necessary

- Display commitment to the education of all his/her students

Teacher may *not*:

- Advocate for students' needs

Ineffective

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

3. Teacher Leadership   Number of Competencies: 5

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

3.5. Competency
Engage Families in
Student Learning

Highly Effective

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

- Strives to form relationships in which parents are given ample opportunity to participate in student learning
- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events

Effective

Teacher will:

- Proactively reach out to parents in a variety of ways to engage them in student learning
- Respond promptly to contact from parents
- Engage in all forms of parent outreach required by the school

Improvement Necessary

Teacher will:

- Respond to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher may *not*:

- Proactively reach out to parents to engage them in student learning

Ineffective

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

4. Core Professionalism   Number of Competencies: 4

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

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

4. Core Professionalism   Number of Competencies: 4

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

	Does Not Meet Standard	Individual demonstrates a pattern of unexcused absences *

1. Competency Notes:

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

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

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Summative Ratings

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

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

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

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

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

The same performance level ratings will be used for each certificated employee in the school corporation.

# SUMMATIVE TEACHER EVALUATION SCORING

Development of the Metrics and Summative Scoring

The RISE model was used as the foundation for the development of the summative teacher evaluation scoring. The text in most cases is verbatim. The major change comes with the weighting of measures and the components utilized to make the final determination of scoring.

Review of Components

Teachers will utilize the Teacher Effectiveness Rubric without additional components for their summative teacher evaluation score.

Summative Teacher Evaluation Score

Teacher Effectiveness Rubric
100%
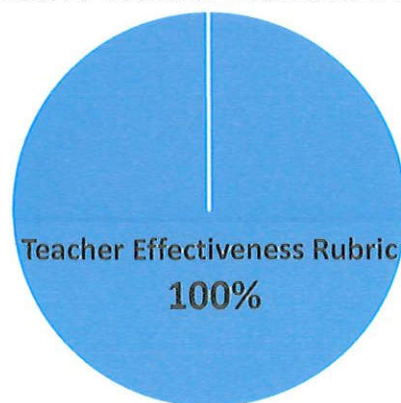
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	3.5	X 100%	= 3.5

Once the weight are applied appropriately, and evaluator will have a final decimal number. The final weighted score is then translated into a rating on the following scale.

3.5

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

The score of 3.5 maps a rating as "Highly Effective." Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation may be provided to the teacher. The summative conference may occur by the end of the school year or prior to the beginning of the fall semester of the new school year.

# PRINCIPAL METRICS AND SUMMATIVE SCORING

Development of the Metrics and Summative Scoring

The RISE model was used as the foundation for the development of the principal metrics and summative scoring. The text in most cases is verbatim. The major change comes with the weighting of measures and the components utilized to make the final determination of scoring.

Review of Components

Each principal's summative evaluation score will Principal's Effectiveness Rubric without additional components for their summative principal's evaluation score.

Summative Principal's Evaluation Score

Principal's Effectiveness Rubric
100%
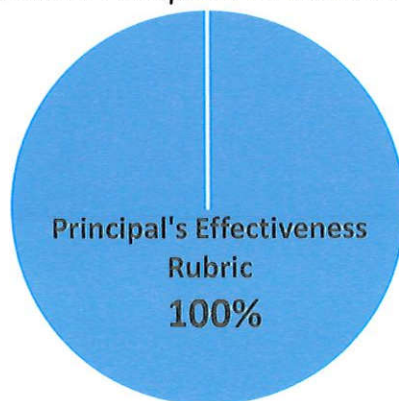
Component	Raw Score	Weight	Weighted Score
Principal's Effectiveness Rubric	3.5	X 100%	= 3.5

Once the weight are applied appropriately, and evaluator will have a final decimal number. The final weighted score is then translated into a rating on the following scale.

3.5

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

The score of 3.5 maps a rating as "Highly Effective." Primary evaluators should meet with principal in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation may be provided to the teacher. The summative conference may occur by the end of the school year or prior to the beginning of the fall semester of the new school year.

SUPERINTENDENT'S METRICS AND SUMMATIVE SCORING

Development of the Metrics and Summative Scoring

The ISBA/IAPSS Superintendent Evaluation Metrics was used as the foundation for the development of the superintendent's metrics and summative scoring. The text in most cases is verbatim. The major change comes with the weighting of measures and the components utilized to make the final determination of scoring.

Review of Components

The Superintendent's summative evaluation score will be based on the following components and measures:

1) Leadership Outcomes – Assessment of leadership knowledge and skills
   Measure: ISBA/IAPSS Superintendent Evaluation Rubric (SER)

2) Superintendent Goals/Objectives – Contribution to district's academic program
   Measure: Superintendent's Goals/Objectives (SGO)

Weighting of Measures
The weights of each measure are provided in the pie chart below.

Superintendent's Evaluation Rubric (70%):
This score is obtained from the evaluation rating from the Superintendent's Evaluation Rubric. The process for determining this is outlined in the rubric itself. Its weight is 70% of the superintendent's comprehensive rating.
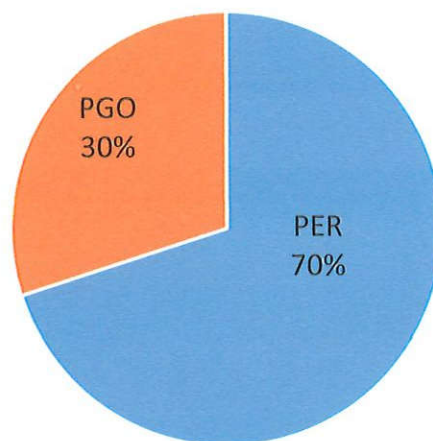
Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

Superintendent's Goals/Objective:

This is an opportunity for superintendent to focus on individual goals/objectives mutually identified by the superintendent and the board that address local needs, focus on specific areas of

district administration, or that emphasize areas of personal growth and performance. It is weighted at 30% of the superintendent's comprehensive rating in this example.

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

The alignment for goal achievement, rating category, and points is as follows:

Expectations	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective	1

Computing the Score:

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, both scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	Weight	Score
Rubric Rating	3	0.70	2.1
Superintendent's Goals/Objective Rating	4	0.30	1.2
	Comprehensive Effectiveness Rating		3.3

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resource decisions.

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

Note: Borderline points always round up.
The score of 3.3 maps to a rating of "Effective". The evaluators should meet with superintendent in a summative conference to discuss all the information collected in addition to the final rating. The summative conference may occur at the end of the school year in the spring, or when staff return in the fall depending on the availability of data for the individual employee.

NEGATIVE IMPACT

Teachers in grades 4-8 who receive an Indiana Growth Model (IGM) rating that falls within the definition by the IDO as a negative impact cannot receive a final summative evaluation result of effective or highly effective.

Local Definition of Negative Impact on Student Growth: For teachers who do not have IGM determined by the State, evaluators must determine if an individual teacher had negative impact on the students he/she taught. No teacher shall receive an effective or highly effective rating if it is determined that the teacher had negative impact on student performance. Negative impact on student learning shall be defined as a significant number of students across a teacher's classes failing to demonstrate student learning or mastery of standards established by the state. Data utilized to determine student mastery will include, but not limited to classroom/local assessments and/or student performance on state testing. The evaluator shall meet with each teacher at the start of the academic school year to collaborative set student-centered learning goals and discuss what data will be utilized to measure academic impact on student performance. If it is determined by the primary evaluator that a teacher had a negative impact on student performance and the summative score of the teacher's evaluation calculates higher than a 2.50 based upon other components of the evaluation, the teacher's final summative evaluation score shall be lowered to a 2.49 and an improvement necessary rating shall be assessed. If a teacher's score is already in the improvement necessary or ineffective range, the score shall remain as calculated.

A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven (7) days of the summative evaluation conference.

Performance ratings for each employee will be recorded and archived on the summary evaluation form provided in Standard for Success. Results reported to the IDOE according to requested formats/timelines on the DOE-EE.

Summative ratings will be discussed in the EOY conference (subject to data which is not yet received) and finalized when all data is complete. Each employee receives notice via email whenever Standard for Success evaluations are summarized, or the primary evaluator will contact the employee and schedule a follow-up meeting with his/her primary evaluator.

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to: district workshops, observing effective teachers, web-based and printed resources, selected sample video clips, help from an instructional coach to co-plan/co-teach, and additional formative observations with coaching. The primary evaluator may prescribe specific professional development activities to be approved for PGP's or continuing education for license renewal for the ineffective or improvement necessary employee, specifically and prescriptively addressing professional growth needs.

The primary evaluator may, at his/her discretion, establish a performance plan of at least 90 days in length for any employee who ends the year with a score less than "Effective" on the rubric alone. The rubric represents a critical part of performance impacting student learning; thus, Rossville Consolidated School District's local plan recommends immediate work to remedy deficiencies in this critical area for the core mission of teaching and learning. The performance plan is created based upon identified areas needing improvement based upon the data collected during the year; includes checkpoints and a plan for either ending the plan or continuing it as needed during the next evaluation cycle. In order to be rated successful on the plan, the employee, must typically demonstrate some level of independent/consistency with the skills requested during the latter part of the plan's timeline.

A teacher who receives a summative rating of "ineffective" may file a request in writing for a private conference with the superintendent or the superintendent's designee not later than seven (7) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

The Superintendent will prepare a report for each building principal listing any employee rated as "ineffective." Building principals will utilize care in scheduling/class assignment process to avoid assigning any student to an ineffective teacher for a second consecutive year. If it is not possible to avoid such an assignment, parents will be notified by letter of this unavoidable assignment.

Evaluation Feedback

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

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

Process for Tying Evaluation Results to Professional Development

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

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

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

Similar steps will be followed for all certificated personnel.

MINIMUM NUMBER OF EVALUATIONS

Evaluators will conduct a minimum of one (1) short observation and one (1) long observation as part of the formative evaluations. These observations shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation.

Certificated employees will receive notification of short observations within two business days of the observation. Employees will receive notification of long observation within five business days of the observation. Evaluators will meet with employees within five days of the long evaluation.

FEEDBACK AND REMEDIATION PLANS

All certificated employees will receive a written completed evaluation within seven (7) business days of when all aspects of the evaluation have been complete.

Performance ratings for each employee will be recorded and archived on the summary evaluation form provided in Standard for Success. Results reported to the IDOE according to requested formats/timelines on the DOE-EE.

Summative ratings will be discussed in the End of Year (EOY) conference (subject to data which is not yet received) and finalized when all data is complete. Each employee receives notice via email whenever Standard for Success evaluations are summarized, or the primary evaluator will contact the employee and schedule a follow-up meeting with his/her primary evaluator.

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to: district workshops, observing effective teachers, web-based and printed resources, selected sample video clips, help from an instructional coach to co-plan/co-teach, and additional formative observations with coaching. The primary evaluator may prescribe specific professional development activities to be approved for PGP's or continuing education for license renewal for the ineffective or improvement necessary employee, specifically and prescriptively addressing professional growth needs.

The primary evaluator may, at his/her discretion, establish a performance plan of at least 90 days in length for any employee who ends the year with a score less than "Effective" on the rubric alone. The rubric represents a critical part of performance impacting student learning; thus, Rossville Consolidated School District's local plan recommends immediate work to remedy deficiencies in this critical area for the core mission of teaching and learning. The performance plan is created based upon identified areas needing improvement based upon the data collected during the year; includes checkpoints and a plan for either ending the plan or continuing it as needed during the next evaluation cycle. In order to be rated successful on the plan, the employee, must typically demonstrate some level of independent/consistency with the skills requested during the latter part of the plan's timeline.

A teacher who receives a summative rating of "ineffective" may file a request in writing for a private conference with the superintendent or the superintendent's designee not later than seven (7) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

INSTRUCTION DELIVERED BY TEACHERS RATED INEFFECTIVE

No student will receive instruction for two years in a row from teachers rated ineffective unless such a situation is unavoidable.

Parents of students who receive instruction for two years in a row from teachers rated ineffective will receive a letter explaining why this condition is unavoidable. This letter will be sent no later than 30 days prior to the beginning of school.

EVALUATION PLAN DISCUSSION

The evaluation plan will be explained before evaluations are conducted to the governing body in a public meeting no later than the Board's first regularly scheduled meeting in September of the new school year. Prior to this review with the governing board the plan shall be discussed with the teachers or teachers' representative.

Certificated Employee Evaluators

Only employees designated as administrators shall conduct evaluations of certificated employees. Those administrators shall be certificated administrative personnel. The positons approved to conduct evaluations are the Superintendent, Principal, and Dean of Students. The evaluators will be selected based on their expertise and ability to fulfill the duties as an evaluator. The final responsibility for the evaluation will rest with the building principal.

Evaluator Training

Evaluators will have participated in training on the school corporation evaluation process using the RISE model as the foundation. The corporation will utilize the expertise of Wabash Valley Educational Service Center to conduct the initial training. Annual ongoing training will be conducted for all evaluators as needed.

Annual Performance Plan Review

The district will conduct an annual performance plan review of the evaluation process and implement improvements as necessary. The district plans to utilize the District's School Improvement Committee which is made up of parents, teachers, administrators, and a school board member. This committee will also discuss the percentages that are used as components in employee evaluations.