



Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

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

School Corporation Name:	Argos Community Schools
School Corporation Number:	5470
Evaluation Plan Website Link:	www.argos.k12.in.us

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

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

Instructions:

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

Submission:

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

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	2-3
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> • Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (e.g., surveys) 	2-3, 27-130

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	2-3
XX A definition of negative impact for certificated staff <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> • Definition of negative impact on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth 	2, Appendix B 12
XX All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category 	2, 7-9

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

		<ul style="list-style-type: none"> Weighting (broken down by percentage) of all evaluation components 	
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	<ul style="list-style-type: none"> Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development 	4-6
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX Evaluation Plan must be in writing and explained before the evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	<ul style="list-style-type: none"> Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	4-6

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators 	2
XX Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> Description of who will serve as evaluators Process for determining evaluators 	2
XX All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	<ul style="list-style-type: none"> Description of ongoing evaluator training 	2

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Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	<ul style="list-style-type: none"> • System for delivering summative evaluation results to employees 	4-5
XX Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	4-5
XX Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation 	4-6
XX Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	<ul style="list-style-type: none"> • Process for teachers rated as ineffective to request conference with superintendent 	4
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
XX The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	<ul style="list-style-type: none"> • Process for ensuring students do not receive instruction from ineffective teachers two years in a row 	10
XX The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	<ul style="list-style-type: none"> • Description of how parents will be informed of the situation 	2

ARGOS COMMUNITY SCHOOLS



TEACHER EVALUATION AND DEVELOPMENT PLAN

September 2021

Guiding Principles

1. Nothing ACS can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. ACS is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
3. The Teacher Evaluation Plan will be discussed and reviewed annually with the Teacher Association and approved by the Argos School Board.
4. Only licensed administrators (that have been trained) may evaluate teachers on the Evaluation Plan.
5. Administrators will receive initial training on using the Argos Modified RISE Evaluation Plan.
6. Administrators will receive yearly training and updates on using the Argos Modified RISE Evaluation Plan.
7. If a teacher receives an ineffective rating on the Argos Evaluation Plan, the school district will minimize the number of students that receive instruction from the teacher two years in a row. If the District cannot avoid assigning students to an ineffective teacher for consecutive years, the District will inform the student parents of the placement.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- All Argos certified employees shall be evaluated annually.
- The new law introduced 3 main requirements:
 - Every teacher must receive an evaluation annually;
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Needs Improvement and Ineffective
 - Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation.

Performance Level Ratings

Each teacher and all certified employees 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, which are 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, which are 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, which are 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 a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are 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 by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set fourth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.
 - Student Learning Objectives (SLO's)
 - Individual Growth Teacher Goods
 - School Wide Learning Measure (A-F Accountability Grade)

Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference

August –December

- Evaluator makes classroom observations and provides feedback

November- February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

January – May

- Evaluator continues to make classroom observations and provide feedback

April – June

- Evaluator completes observations and scored Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference – the teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended for beginning teacher (less than 3 years at ACS) OR any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within the past 3 years	30-40 minutes	2/year (1/semester)	Optional	Optional	Within 5 school days	Evaluator's discretion
Short for beginning teachers	10 – 15 minutes	2/year (min. 1/semester)	No	No	Within 5 school days	Evaluator's discretion

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended for veteran teachers (3 years or more at ACS)	30-40 minutes	1/year. 2nd if requested by teacher or principal	Optional	Optional	Within 5 school days	Evaluator's discretion
Short for veteran teachers	10 – 15 minutes	1/year	No	No	Within 5 school days	Evaluator's discretion

Optional Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

Step 3 – Mid-Year Conference (by teacher’s request or evaluator’s discretion) – This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 3 years. This conference is also mandatory for any teacher new to ACS with less than 3 total years of teaching experience.

Optional Forms

Mid-Year Professional Practice Check-In Form (Form 4)

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.
2. **The primary evaluator uses professional judgment to establish three, final ratings in Planning, Instruction, and Leadership.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first three domains. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

*It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

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

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

3. **The primary evaluator uses established weights to calculate one rating for domains 1-3.** Each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions.

These are reflected in Domain 1: Planning (15%), Domain 2: Instruction (75%), and Domain 3: Leadership (10%). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.

4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

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

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating.

Domains 1-3 Weighted Scores

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

Use the following formula to calculate by hand:

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

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

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

1. **Professional Practice – Assessment of instructional knowledge and skills**
Measure: Indiana Teacher Effectiveness Rubric (TER)
2. **Student Learning – Contribution to student academic progress**
Measure: School-wide Learning Measure (SWL) – IDOE's A-F Ratings
Measure: Individual Growth Model (IGM) – IDOE's 1-4 Ratings

The School-wide Learning Measure is determined based upon the school's current grade as defined by the IDOE. If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school's scores will be averaged. The following scale shall determine the amount of points awarded:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

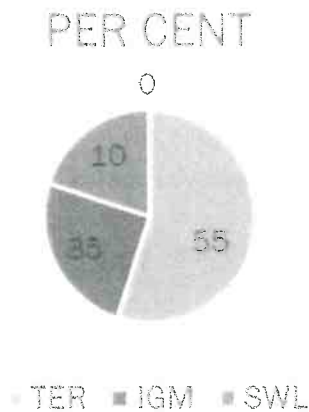
If IGM data was used, this measure only applies to teachers of grades 4 through 8 who teach ELA or math. The method for scoring this measure would come from the IDOE.

Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Individual Growth Model (IGM).

All teacher evaluations will be comprised using one of the following two percentage groups:

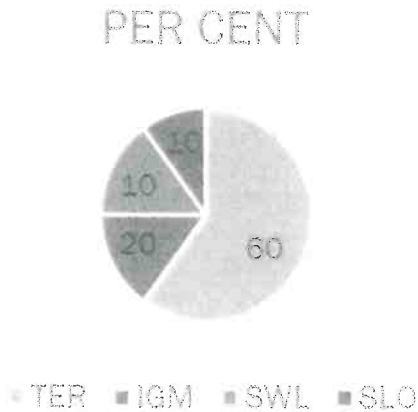
- I. 55% Teacher Effectiveness Rubric (TER) – Observations
10% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
35% IGM Indiana Growth Model Data (Grades 4-8 teachers for LA and/or Math)
100% Summative Teacher Evaluation Score

Model 1 - 50% or More With IGM Data

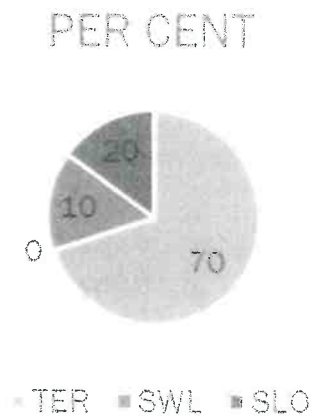


- II. 60% Teacher Effectiveness Rubric (TER) – Observations
- 20% Individual Growth Model data (IGM) – DOE data
- 10% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
- 10% SLO
- 100% Summative Teacher Evaluation Score

Model 2: Less Than 50% IGM Data



Model 3: No Classes With IGM Data



Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

The ACS Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2017-2018 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the ACS Teacher Evaluation Process.

Additional Information

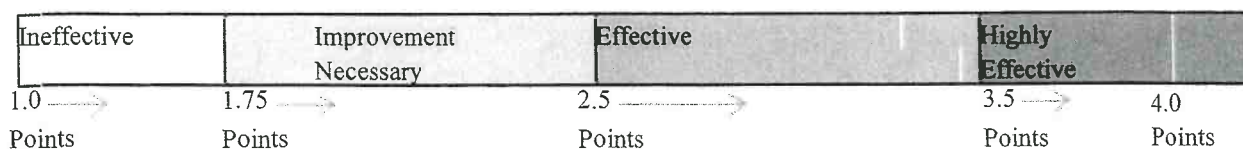
1. A teacher that receives a summative rating of ineffective may file a request in writing for a private conference with the Superintendent no later than five (5) days after receiving a rating of ineffective. The teacher is entitled to a private conference with the Superintendent.
2. A student will not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated ineffective in the school year immediately before the school year in which the student is placed in the respective teacher’s class.

If unavoidable, the school Principal will notify the parents of each student prior to the start of the school year.

3. All certified employees will be evaluated by RISE Rubric training certified Administrators as determined by the Superintendent and School Board.
4. Only administrators will evaluate teachers.
5. A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
6. Standards For Success will be the management system for all Argos Certified evaluation documents and forms.

Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non GM classes only
Teacher Effectiveness Rubric	55%	60%	70%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	NA	10%	20%
School wide Learning Measure	10%	10%	10%

*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.



Note: Borderline points always round up.

Appendix A – Notes from Senate Enrolled Act 1 (IC 20-28-11.5)

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Growth Plan* form (Form 5) is an optional form that can be used.

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher’s employment contract is continued.

Tenure Categories – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)

- A. Probationary Teacher
 1. One (1) *ineffective* rating
 2. Two (2) consecutive years of *improvement necessary*
 3. Justifiable decrease in teaching positions – After June 20, 2012, RIF’s in positions must be based on performance and not seniority
 4. Any reason considered relevant to the school’s interest
- B. Established/Professional Teacher
 1. Justifiable decrease in positions-After June 30, 2012, RIF’s in positions must be based on performance and not seniority
 2. Immorality
 3. Insubordination
 4. Incompetence
 - a. Two (2) consecutive years of *ineffective* ratings; or
 - b. *Ineffective* or *improvement necessary* in three(3) years of any 5-year period
 5. Neglect of duty
 6. Certain felony convictions
 7. Other good and just cause

Appendix B Negative Impact

Negative Impact

IC20-28-11.5-4©(6): A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. For teachers with growth model data (ELA/Math 4-8), negative impact is determined by the IDOE (see Appendix B). In addition, school corporations are required to define negative impact on student learning for teachers who do not have IGM data.

- 511 IAC 10-6-4 (C) (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.
- 511 IAC 10-6-4 (C) (1) (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Appendix C

Forms

Form 1

Pre-Observation Form - Teacher

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

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

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

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like me to know about this class in particular?
4. Are there any skills or new practices you have been working on that I should look for?

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

Form 2

Post-Observation Form - Evaluator

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

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date of Observation: _____

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

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

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

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

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post conference.

Form 3

Post-Observation Form - Teacher

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

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

1. How do you think the lesson went? What went well and what didn't go well?
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
3. If you were to teach this lesson again, what would you do differently?
4. Did the results of this lesson influence or change your planning for future lessons?

Form 4

Mid-Year Check-In Form

School: _____ Summative Evaluator: _____

Teacher: _____ Grade/Subject: _____

Date: _____

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

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

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

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	

Domain 2: Instruction	Mid-Year Assessment of Domain 2
<p>2.1 Develop Student Understanding and Mastery of Lesson Objectives</p> <p>2.2 Demonstrate and Clearly Communicate Content Knowledge to Students</p> <p>2.3 Engage Students in Academic Content</p> <p>2.4 Check for Understanding</p> <p>2.5 Modify Instruction as Needed</p> <p>2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work</p> <p>2.7 Maximize Instructional Time</p> <p>2.8 Create Classroom Culture of Respect and Collaboration</p> <p>2.9 Set High Expectations for Academic Success</p>	

Domain 3: Planning	Mid-Year Assessment of Domain 3
<p>3.1 Contribute to School Culture</p> <p>3.2 Collaborate with Peers</p> <p>3.3 Seek Professional Skills and Knowledge</p> <p>3.4 Advocate for Student Success</p> <p>3.5 Engage Families in Student Learning</p>	

Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	

Form 5

Professional Growth Plan

Using relevant student learning data, evaluation feedback, and previous professional development, establish area(s) of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name			
School			
Grade Level(s)		Grade Level(s)	
Date Developed		Date Developed	
Primary Evaluator Approval	x	Primary Evaluator Approval	x

Professional Growth Goal #1				
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.	Evidence of Achievement: How do you know that your goal has been met?	
Action Step 1	___/___/___	___/___/___	___/___/___	
	Data:	Data:	Data:	
Action Step 2	___/___/___	___/___/___	___/___/___	
	Data:	Data:	Data:	

Professional Growth Goal #2

Overall Goal:
Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)

Action Steps and Data:
Include detailed steps and the data you will use to determine whether each benchmark is met

Action Step 1

___/___/___

Data:

___/___/___

Data:

___/___/___

Data:

___/___/___

Data:

Benchmarks and Data:
Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark

Evidence of Achievement:
How do you know that your goal has been met?

Professional Growth Goal #3

Overall Goal:
Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)

Action Steps and Data:
Include detailed steps and the data you will use to determine whether each benchmark is met

Benchmarks and Data:
Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.

Evidence of Achievement:
How do you know that your goal has been met?

Action Step 1

___/___/___
Data:

___/___/___
Data:

___/___/___
Data:

___/___/___
Data:

Action Step 2

___/___/___
Data:

___/___/___
Data:

___/___/___
Data:

___/___/___
Data:

Form 6

Final Summative Rating

School: _____ Summative Evaluator: _____

Teacher: _____ Date: _____

Grade/Subject: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Formal Observations: _____

Number of Informal Observations: _____

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		75%	
Domain 3		10%	
	Weighted	100%	
Final Teacher Practice Rating			

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Weighted Score
3. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Teacher Practice Rating

If the teacher "Meets Standards" in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher "Does Not Meet Standards," deduct 1 point from the score calculated in the previous step.

Final Teacher Practice Score, Domains 1-4: _____

Appendix D

Glossary of RISE Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

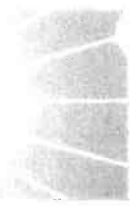
Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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

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

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

Indiana Department of Education



RISE

Evaluation and
Development System

ACS Teacher
Effectiveness
Rubric 2.0

ACS MODIFIED RISE



DOMAIN 1: PURPOSEFUL PLANNING (15.0%)

1.1 Utilize Assessment Data To Plan

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

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

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

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

1.2 Set Ambitious And Measurable Achievement Goals

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

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

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

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

Aligned to content standards (1.2.E.2)

Not aligned to content standards (1.2.JN.2)

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

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

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

Measurable (1.2.E.4)

1.3 Develop Standards Based Unit Plans And Assessments

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

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

Based on achievement goals, teacher plans units and: (1.3.JN.1)

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

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

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

Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all (1.3.I.2)

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

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

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

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

1.4 Create Objective Driven Lesson Plans And Assessments

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

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

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

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

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

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

Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments (1.4.I.2)

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

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

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

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

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

1.5 Track Student Data And Analyze Progress

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

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

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

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

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

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

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

Updates tracking system daily (1.5.HE.3)

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

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



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

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

DOMAIN 2: EFFECTIVE INSTRUCTION (75.0%)

2.1 Develop Student Understanding And Mastery Of Lesson Objectives

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

Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson (2.1.E.1)

Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable (2.1.IN.1)

Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson (2.1.I.1)

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

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

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

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

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

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

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

Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important (2.1.I.3)

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

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

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

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

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

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

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

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

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

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

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

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

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

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

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



Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each others' learning of content through collaboration during the lesson (2.2.HE.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)
2.3 Engage Students In Academic Content			
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.3.HE.1)	3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)	Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IN.1)	Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.1)
Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.2)	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2)	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.2)	Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content (2.3.I.2)
Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.3)	Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)	Teacher may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.3)	Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.4)	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4)	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective (2.3.IN.4)	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students (2.3.I.4)
Teacher effectively integrates technology as a tool to engage students in academic content (2.3.HE.5)	ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content (2.3.IN.5)	ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)

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

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

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

2.4 Check For Understanding

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

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

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

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

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) (2.4.HE.2)

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

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

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

Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking (2.4.HE.3)

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

Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content (2.4.IN.3)

Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer (2.4.I.3)

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

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

Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students (2.4.I.4)

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

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

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

2.5 Modify Instruction As Needed

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

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

Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students (2.5.IN.1)

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.1)

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Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.2)	Teacher responds to misunderstandings with effective scaffolding techniques (2.5.E.2)	Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective (2.5.IN.2)	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)	Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)

2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.6.HE.1)	Lesson is accessible and challenging to almost all students (2.6.E.1)	Lesson is not always accessible or challenging for students (2.6.IN.1)	Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)
Students are able to answer higher-level questions with meaningful responses (2.6.HE.2)	Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)
Lesson is accessible and challenging to all students (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)
Students pose higher-level questions to the teacher and to each other (2.6.HE.4)	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate (2.6.IN.4)	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)
Teacher highlights examples of recent student work that meets high expectations. Insists and motivates students to do it again if not great (2.6.HE.5)	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)

Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) (2.6.HE.6)

2.7 Maximize Instructional Time

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For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.7.HE.1)	Students arrive on-time and are aware of the consequences of arriving late (unexcused) (2.7.E.1)	Class starts on-time (2.7.E.2)	Some students consistently arrive late (unexcused) for class without consequences (2.7.IN.1)	Students may frequently arrive late (unexcused) for class without consequences (2.7.I.1)
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)			Class may consistently start a few minutes late (2.7.IN.2)	Teacher may frequently start class late (2.7.I.2)
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.3)	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)		Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.IN.3)	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times (2.7.I.3)
Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) (2.7.E.4)		There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.IN.4)	There are significant periods of time in which students are not engaged in meaningful work (2.7.I.4)
All students are on-task and follow instructions of teacher without much prompting (2.7.HE.5)	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.5)		Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.IN.5)	Teacher wastes significant time between parts of the lesson due to classroom management (2.7.I.5)
Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (2.7.HE.6)	Almost all students are on-task and follow instructions of teacher without much prompting (2.7.E.6)		Significant prompting from the teacher is necessary for students to follow instructions and remain on-task (2.7.IN.6)	Even with significant prompting, students frequently do not follow directions and are off-task (2.7.I.6)
	Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)		Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem (2.7.IN.7)	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. (2.7.I.7)

2.8 Create Classroom Culture Of Respect And Collaboration

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

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

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

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

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Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE.2)	Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)	Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together (2.8.IN.2)	Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention (2.8.I.2)
Students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.HE.3)	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.3)	Teacher rarely or never praises positive behavior (2.8.I.3)
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.4)	Teacher rarely or never addresses negative behavior (2.8.I.4)
2.9 Set 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: (2.9.HE.1)	Teacher sets high expectations for students of all levels (2.9.E.1)	Teacher may set high expectations for some, but not others (2.9.IN.1)	Teacher rarely or never sets high expectations for students (2.9.I.1)
Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.2)	Students are invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2)	Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging (2.9.IN.2)	Students may demonstrate disinterest or lack of investment in their work. For example, students might be uncoused, off-task, or refuse to attempt assignments (2.9.I.2)
Students demonstrate high academic expectations for themselves (2.9.HE.3)	The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.E.3)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) (2.9.IN.3)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3)
Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.4)	Teacher celebrates and praises academic work (2.9.E.4)	Teacher may praise the academic work of some, but not others (2.9.IN.4)	Teacher rarely or never praises academic work or good behavior (2.9.I.4)
	High quality work of all students is displayed in the classroom (2.9.E.5)	High quality work of a few, but not all students, may be displayed in the classroom (2.9.IN.5)	High quality work is rarely or never displayed in the classroom (2.9.I.5)

DOMAIN 3: TEACHER LEADERSHIP (10.0%)

3.1 Contribute To School Culture

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

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

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

3.4 Advocate For Student Success

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.4.HE.1) Teacher will: (3.4.E.1) Teacher does not: (3.4.IN.1)

Display commitment to the education of all the students in the school (3.4.HE.2) Advocate for students' individualized needs (3.4.E.2) Advocate for students' needs (3.4.IN.2)

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.2)

Make changes and take risks to ensure student success (3.4.HE.3) Display commitment to the education of all his/her students (3.4.E.3)

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

3.5 Engage Families In Student Learning

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (3.5.HE.1) Teacher will: (3.5.E.1) Teacher does not: (3.5.IN.1)

Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2) Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2) Proactively reach out to parents to engage them in student learning (3.5.IN.2)

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

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

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

DOMAIN 4: CORE PROFESSIONALISM (Special Weighting) 4.1 Attendance

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

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

4.2 On Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.M)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.DNM)

4.3 Policies And Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.M)

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.DNM)

4.4 Respect

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

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

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DOMAIN 1: PURPOSEFUL PLANNING (10.0%)

1.1 Utilize Assessment Data To Plan

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE.1)

Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans
-Use multiple assessments to determine PLOP (1.1.E.1)

Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above (1.1.IN.1)

Teacher rarely or never uses prior assessment data when planning (1.1.I.1)

1.2 Set Ambitious And Measurable Achievement Goals

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

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

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

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

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

Aligned to content standards (1.2.E.2)

Not aligned to content standards (1.2.IN.2)

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

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

Measurable (1.2.E.4)

-Needs defined in PLOP are aligned to goals (1.2.E.5)

1.3 Develop Standards Based Unit Plans And Assessments

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

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

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

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Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) (1.3.HE.2)	Creating assessments before each unit begins for backwards planning (1.3.E.2)	Does not create assessments before each unit begins for backwards planning (1.3.IN.2)	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all (1.3.I.2)
Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.3.HE.3)	Allocating an instructionally appropriate amount of time for each unit (1.3.E.3)	Does not allocate an instructionally appropriate amount of time for each unit (1.3.IN.3)	
	Identifying content standards that students will master in each unit (1.3.E.4)		
	-IEP goals aligned to state standards (1.3.E.5)		

1.4 Create Objective Driven Lesson Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.4.HE.1)	Based on unit plan, teacher plans daily lessons by: (1.4.E.1)	Based on unit plan, teacher plans daily lessons and: (1.4.IN.1)	
Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.4.HE.2)	Design assignments that are meaningful or relevant (1.4.E.2)	Does not design assignments that are meaningful or relevant (1.4.IN.2)	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments (1.4.I.2)
Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction (1.4.HE.3)	Designing formative assessments that measure progress towards mastery and inform instruction (1.4.E.3)	Does not plan formative assessments to measure progress towards mastery or inform instruction (1.4.IN.3)	
	Identifying lesson objectives that are aligned to state content standards (1.4.E.4)		
	Matching instructional strategies and activities/assignments to the lesson objectives (1.4.E.5)		
	-Instruction based on IEP goals (1.4.E.6)		
	-Evidence that the IEP is being implemented across all settings (1.4.E.7)		

1.5 Track Student Data And Analyze Progress

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At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.5.HE.1)	Teacher uses an effective data tracking system for: (1.5.E.1)	Teacher uses an effective data tracking system for: (1.5.IN.1)
Updates tracking system daily (1.5.HE.3)	Maintaining a grading system aligned to student learning goals (1.5.E.3)	Does not use data to analyze student progress towards mastery or to plan future lessons/units (1.5.IN.2)
Uses data analysis of student progress to drive lesson planning for the following day (1.5.HE.4)	Recording student assessment/ progress data (1.5.E.4) -Teacher monitors progress on goals (1.5.E.5) -Services are implemented as identified in IEP (1.5.E.6)	Does not have grading system that appropriately aligns with student learning goals (1.5.IN.3)
Uses daily checks for understanding for additional data points (1.5.HE.2)	Analyzing student progress towards mastery and planning future lessons/units accordingly (1.5.E.2)	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.5.I.2)
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.1.HE.1)	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson (2.1.E.1)	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson (2.1.I.1)
Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)	Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.E.2)	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students (2.1.I.2)
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)	Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important (2.1.I.3)
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)	There may be no effort to connect objective to prior knowledge of students (2.1.I.4)

DOMAIN 2: EFFECTIVE INSTRUCTION (75.0%) 2.1 Develop Student Understanding And Mastery Of Lesson Objectives

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Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)	Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)	Lesson is disorganized and does not lead to mastery of objective (2.1.I.5)
-Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs. (2.1.E.6)		
-Clearly identified objective (2.1.E.7)		
-TOR identifies relationship between lesson and IEP goals (2.1.E.8)		

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.2.HE.1)	Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)	Teacher delivers content that is factually correct (2.2.IN.1)	Teacher may deliver content that is factually incorrect (2.2.I.1)
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)	Content is clear, concise and well-organized (2.2.E.2)	Content occasionally lacks clarity and is not as well organized as it could be (2.2.IN.2)	Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each others' learning of content through collaboration during the lesson (2.2.HE.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)

2.3 Engage Students In Academic Content

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For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.3.HE.1)	3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)	Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IN.1)	Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.1)
Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.2)	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2)	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.2)	Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content (2.3.I.2)
Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.3)	Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)	Teacher may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.3)	Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.4)	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4)	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective (2.3.IN.4)	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students (2.3.I.4)
Teacher effectively integrates technology as a tool to engage students in academic content (2.3.HE.5)	ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content (2.3.IN.5)	ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6)	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IN.6)	Students do not actively listen and are overtly disinterested in engaging (2.3.I.6)
	-Evidence of use of Peer Reviewed and/or Research based strategies (2.3.E.7)		
2.4 Check For Understanding			
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.4.HE.1)	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1)	Teacher sometimes checks for understanding of content, but misses several key moments (2.4.IN.1)	Teacher rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.1)
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) (2.4.HE.2)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2)	Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding (2.4.IN.2)	Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate (2.4.I.2)



Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking (2.4.HE.3)	Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)	Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content (2.4.IN.3)	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer (2.4.I.3)
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Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.4)	Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)	Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments (2.4.IN.5)	Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)
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Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.4)	Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)	Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments (2.4.IN.5)	Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)
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2.5 Modify Instruction As Needed

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

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

Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students (2.5.IN.1)

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.1)

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

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

Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective (2.5.IN.2)

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

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

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

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

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

2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

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

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

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

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

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Lesson is accessible and challenging to all students (2.6.HE.2)	Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)
Students are able to answer higher-level questions with meaningful responses (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)
Students pose higher-level questions to the teacher and to each other (2.6.HE.4)	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate (2.6.IN.4)	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)
Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.5)	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)
Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) (2.6.HE.6)			

2.7 Maximize Instructional Time

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.7.HE.1)	Students arrive on-time and are aware of the consequences of arriving late (unexcused) (2.7.E.1)	Some students consistently arrive late (unexcused) for class without consequences (2.7.IN.1)	Students may frequently arrive late (unexcused) for class without consequences (2.7.I.1)
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)	Class starts on-time (2.7.E.2)	Class may consistently start a few minutes late (2.7.IN.2)	Teacher may frequently start class late (2.7.I.2)
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.3)	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.IN.3)	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times (2.7.I.3)
Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) (2.7.E.4)	There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.IN.4)	There are significant periods of time in which students are not engaged in meaningful work (2.7.I.4)

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<p>All students are on-task and follow instructions of teacher without much prompting (2.7.HE.5)</p>	<p>Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.5)</p>	<p>Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.IN.5)</p>	<p>Teacher wastes significant time between parts of the lesson due to classroom management (2.7.I.5)</p>
<p>Disruptive behaviors and off-task conversations are rare. When they occur, they are always addressed without major interruption to the lesson (2.7.HE.6)</p>	<p>Almost all students are on-task and follow instructions of teacher without much prompting (2.7.E.6)</p>	<p>Significant prompting from the teacher is necessary for students to follow instructions and remain on-task (2.7.IN.6)</p>	<p>Even with significant prompting, students frequently do not follow directions and are off-task (2.7.I.6)</p>
<p>Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)</p>	<p>Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem (2.7.IN.7)</p>	<p>Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. (2.7.I.7)</p>	
<p>-Master schedule of service delivery (2.7.E.8)</p>	<p>-Effectively manages instructional resources (2.7.E.9)</p>		
<h2>2.8 Create Classroom Culture Of Respect And Collaboration</h2>			
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.8.HE.1)</p>	<p>Students are respectful of their teacher and peers (2.8.E.1)</p>	<p>Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms (2.8.IN.1)</p>	<p>Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior (2.8.I.1)</p>
<p>Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE.2)</p>	<p>Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)</p>	<p>Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together (2.8.IN.2)</p>	<p>Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention (2.8.I.2)</p>
<p>Students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.HE.3)</p>	<p>Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)</p>	<p>Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.3)</p>	<p>Teacher rarely or never praises positive behavior (2.8.I.3)</p>
<p>Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)</p>	<p>Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.4)</p>	<p>Teacher rarely or never addresses negative behavior (2.8.I.4)</p>	
<p>-Evidence of instruction on behavior goals across all settings (2.8.E.5)</p>			

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-Evidence of implementation of positive behavior management plan (2.8.E.6)

-Environmental supports are in place (2.8.E.7)

2.9 Set 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: (2.9.HE.1)

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

Teacher may set high expectations for some, but not others (2.9.IN.1)

Teacher rarely or never sets high expectations for students (2.9.I.1)

Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.2)

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

Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging (2.9.IN.2)

Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments (2.9.I.2)

Students demonstrate high academic expectations for themselves (2.9.HE.3)

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

Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) (2.9.IN.3)

Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3)

Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.4)

Teacher celebrates and praises academic work (2.9.E.4)

Teacher may praise the academic work of some, but not others (2.9.IN.4)

Teacher rarely or never praises academic work or good behavior (2.9.I.4)

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

High quality work of a few, but not all students, may be displayed in the classroom (2.9.IN.5)

High quality work is rarely or never displayed in the classroom (2.9.I.5)

DOMAIN 3: TEACHER LEADERSHIP (15.0%)

3.1 Contribute To School Culture

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1)

Teacher will: (3.1.E.1)

Teacher does not: (3.1.IN.1)

Seek out leadership roles (3.1.HE.2)

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

Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.2)

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers (3.1.I.2)

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Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.3) Contribute ideas and expertise to further the schools' mission and initiatives (3.1.E.3)

3.2 Collaborate With Peers

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.2.HE.1) Teacher will: (3.2.E.1)

Teacher does not: (3.2.IN.1)

Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2) Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)

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

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

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

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

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

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

3.3 Seek Professional Skills And Knowledge

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

Teacher does not: (3.3.IN.1)

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

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

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

Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.3.I.2)

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

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

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

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

Accept constructive feedback well (3.3.IN.4)

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

3.4 Advocate For Student Success

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At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.4.HE.1)	Teacher will: (3.4.E.1)	Teacher does not: (3.4.IN.1)
Display commitment to the education of all the students in the school (3.4.HE.2)	Advocate for students' individualized needs (3.4.E.2)	Advocate for students' needs (3.4.IN.2)
Make changes and take risks to ensure student success (3.4.HE.3)	Display commitment to the education of all his/her students (3.4.E.3)	Attempt to remedy obstacles around student achievement (3.4.E.4)
	-Appropriate Gen Ed teachers have copies of IEP's (3.4.E.5)	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.2)
<h3>3.5 Engage Families In Student Learning</h3>		
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (3.5.HE.1)	Teacher will: (3.5.E.1)	Teacher does not: (3.5.IN.1)
Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)	Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2)	Proactively reach out to parents to engage them in student learning (3.5.IN.2)
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events (3.5.HE.3)	Respond promptly to contact from parents (3.5.E.3)	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.2)
	Engage in all forms of parent outreach required by the school (3.5.E.4)	

DOMAIN 4: CORE PROFESSIONALISM (Special Weighting)

4.1 Attendance

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

Individual has demonstrated a pattern of unexcused absences (DMN)

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4.2 On Time Arrival

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

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

4.3 Policies And Procedures

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

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

4.4 Respect

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

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



Domain 1: Purposeful Planning (25.0%)

1.1 Utilize Assessment Data to Plan

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.1.HE.1)

Teacher uses prior assessment data to formulate: (1.1.E.1)

Teacher uses prior assessment data to formulate: (1.1.IN.1)

Teacher rarely or never uses prior assessment data when planning (1.1.1.1)

A highly effective teacher uses data to incorporate differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE.2)

An effective teacher uses the data available to establish individual student goals and lesson plans (1.1.E.2)

Individual student goals, unit plans OR lesson plans, but not all of the above (1.1.IN.2)

1.2 Utilize Standards to Plan

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

Teacher develops a schedule that: (1.2.E.1)

Based on achievement goals, teacher plans units by: (1.2.IN.1)

Teacher rarely or never has a classroom schedule posted, does not allow for data collection OR there is little to no evidence that teacher plans at all (1.2.1.1)

Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.2.HE.2)

Facilitates progress toward mastery of alternate standards and individual student goals (1.2.E.2)

Identifying alternate standards that students will master in each unit or lesson (1.2.IN.2)

Teacher may not: (1.2.IN.3)

Creates pre and post assessments that facilitate progress toward mastery of alternate standards and individual student goals (1.2.HE.3)

Builds in data collection to the daily schedule (1.2.HE.4)

Allocates an instructionally appropriate amount of time for each targeted skill (1.2.E.4)

Allocate an instructionally appropriate amount of time for each unit (1.2.IN.4)

Creates and/or utilizes assessments that align with state, district, school, department/grade level or individual year end assessment (1.2.HE.5)

Allows for data collection on targeted skills (1.2.E.5)

Build in time for data collection (1.2.IN.5)

Is posted and visible with lesson objective (1.2.E.6)



Incorporates common assessments for planning purposes (functional benchmarks, task analysis for skills) (1.2.E.7)	Use assessment data for planning purposes (1.2.JN.7)
Plans each lesson with an end goal in mind allowing time for mastery (1.2.E.8)	Implement the schedule with fidelity (1.2.JN.8)

1.3 Create Objective-Driven Lesson Plans and Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.3.HE.1)	Teacher plans daily lessons by: (1.3.E.1)	Teacher plans daily lessons by: (1.3.JN.1)	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. Teacher also rarely has materials ready for instruction (1.3.I.1)
Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.3.HE.2)	Identifying lesson objectives that are aligned to alternate standards. Student goals and objectives are considered when planning activities (1.3.E.2)	Identifying lesson objectives that are aligned to the alternate standards (1.3.JN.2)	
Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction (1.3.HE.3)	Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives (1.3.E.3)	Matching instructional strategies and activities/assignments to the lesson objectives (1.3.JN.3)	
Anticipates the need for diversified instruction and assessment in advance and uses data to plan (1.3.HE.4)	Teacher may not: (1.3.JN.4)		
	Designing data collection forms or systems (common assessments, task analysis) for measuring progress toward individual student goals (1.3.E.5)	Design assignments that are meaningful or relevant (1.3.JN.5)	
	Organizing and structuring the educational environment (visual boundaries are evident) that allows for easy access to materials for students and staff (1.3.E.6)	Plan formative assessments to measure progress towards mastery or inform instruction (1.3.JN.6)	
	Removing unnecessary items from student reach (1.3.E.7)	Have materials consistently ready for instruction (1.3.JN.7)	

1.4 Track Student Data and Analyze Progress



At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.4.HE.1)	Teacher uses an effective data tracking system for all students that: (1.4.E.1)	Teacher uses an effective data tracking for: (1.4.IN.1)	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible progress monitoring system (1.4.I.1)
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Uses frequent checks for understanding for additional data points (thumbs up, transition cue, etc.) (1.4.HE.2)	Records student assessment/progress data (1.4.E.2)	Recording student assessment/progress data (1.4.IN.2)	
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Updates tracking system frequently (1.4.HE.3)	Maintains a progress monitoring system aligned to individual student goals (1.4.E.3)	Maintaining a progress monitoring system (1.4.IN.3)	
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Uses data analysis of student progress to drive lesson planning for the following day (1.4.HE.4)		Teacher may not: (1.4.IN.4)	
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Exceeds the use of the common tracking system and has created a daily or weekly progress checking system to plan accordingly (1.4.HE.5)	Analyzes student progress toward mastery and planning future lesson (common assessments, task analysis) (1.4.E.5)	Use data to analyze student progress towards mastery or to plan future lessons/units (1.4.IN.5)	
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Have progress monitoring system that appropriately aligns with student learning goals (1.4.IN.6)

Domain 2: Effective Instruction (25.0%)

2.1 Develop Student Understanding and Mastery of Lesson Objectives

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.1.HE.1)	Lesson objective is specific, measurable, and aligned to alternate standards. It conveys what students are learning and what they will be able to do by the end of the lesson (2.1.E.1)	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or be measurable (2.1.IN.1)	Lesson objective may not be clear about what students are learning or will be able to do by the end of the lesson (2.1.I.1)
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Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work that they understand this connection (2.1.HE.2)	Objective is presented to students in easy-to-understand terms (2.1.E.2)	Lesson objective is specific but may not be aligned to alternate standards (2.1.IN.2)	There may not be a clear connection between the objective and lesson (2.1.I.2)
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Teacher provides opportunities for students to generalize skills across settings (2.1.HE.3)	Effective reinforcers and visuals are implemented to increase student participation (2.1.E.3)	Lesson objective is specific but may not be measurable (2.1.IN.3)	There may be no effort to connect objective to prior knowledge of students (2.1.I.3)
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Lesson builds on prior knowledge of key concepts and skills (2.1.E.4)	Lesson is generally not built on prior knowledge of students (2.1.IN.4)	Lesson is disorganized and does not lead to mastery of objective (2.1.I.4)
Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)	Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)	
	Reinforcers and visuals are not used with fidelity in order to create student participation (2.1.IN.6)	
Teacher demonstrates content knowledge and uses a variety of instructional strategies and materials that enhance student understanding (2.2.E.1)	Teacher delivers content that is factually correct (2.2.IN.1)	Teacher may deliver content that is factually incorrect (2.2.I.1)
Teacher fully explains concepts in as direct and efficient a manner as possible (2.2.HE.2)	Content occasionally lacks clarity and is not well organized as it could be (2.2.IN.2)	Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)
Teacher effectively connects content to other content areas, student's experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Presentation sparks student excitement and interest in the content (visuals, multi-sensory approach, movement, music, etc.) (2.2.HE.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher fails to use developmentally appropriate language (2.2.I.4)
Students participate in each other's learning of content through collaboration during the lesson, which could be facilitated by an adult in the classroom (2.2.HE.5)	Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.5)
	Teacher uses developmentally appropriate language, explanations and visuals (2.2.E.5)	Visuals are not used in the classroom (2.2.I.6)
	Teacher implements relevant instructional strategies (2.2.E.6)	
	Teacher emphasizes key points or main ideas in content (2.2.E.7)	Teacher does not always use a variety of instructional strategies and materials (2.2.IN.7)
	Teacher does not always use a variety of instructional strategies and materials (2.2.IN.7)	Teacher does not always create varied groupings among the students (2.2.IN.8)



Visuals are not used on a consistent basis
(2.2.IV.9)

2.3 Engage Students in Academic Content (as well as functional content)

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.3.HE.1)

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

Teacher provides multiple ways (multi-sensory approach) of engaging with the content, all aligned to the lesson objective (2.3.E.2)

Strategies are not consistently used to promote student participation and engagement (2.3.IV.1)

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

Strategies are not used to promote student participation and engagement (2.3.I.1)

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 (2.3.I.2)

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

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

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

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

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

Teacher offers the student the opportunity to make choices, giving appropriate processing time to respond (2.3.E.4)

Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective (2.3.IV.4)

Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students (2.3.I.4)

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

Teacher adjusts lessons accordingly to accommodate for student prerequisite skills and knowledge so almost all students are engaged (2.3.E.5)

Students are sometimes given appropriate accommodations to be engaged in content (2.3.IV.5)

Students are not provided with the necessary accommodations to engage in content (2.3.I.5)

Utilizes available technology as well as paces the lesson for optimal student engagement – instructional control is evident regardless of accommodations being used in order to facilitate on-task behavior (2.3.HE.6)

Students have the appropriate accommodations to be engaged in content (2.3.E.6)

Visual schedules and supports are not consistently used by the students (2.3.IV.6)

No visual schedules or supports are in place (2.3.I.6)

Visual schedules for students are posted and visible --Integrated activities are promoted (2.3.E.7)

Teacher may not consistently ensure all staff are engaged with students (2.3.IV.7)

Staff is rarely on task in the classroom (2.3.I.7)

Teacher ensures all staff is engaged with students (2.3.E.8)

Engages students in multiple ways, sustains engagement in the content and is able to monitor and adjust to the needs of all students (2.3.E.9)

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2.4 Check for Understanding

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

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

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

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

Teacher incorporates scaffolding (modeling, prior knowledge, pre-teach, visuals, etc.) techniques across the curriculum to integrate prior knowledge of content area with lesson objective (2.4.HE.2)

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

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

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

Teacher uses wait time effectively both after posing a question and before helping students think through a response. (Students are given processing time to respond to directives which are stated in a clear and concise manner.) (2.4.E.3)

Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content (2.4.IN.3)

Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer (2.4.I.3)

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

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

Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students (2.4.I.4)

Teacher systematically assesses every student's progress toward objective at the end of each lesson through formal and informal assessment (ISTAR, classroom data collection, task analysis and CBM) (2.4.E.5)

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

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

2.5 Modify Instruction as Needed

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

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students--using communication boards/picture cards (low tech/high tech). (All students are using their form of communication to be involved in all activities and across environments.) (2.5.E.1)

Teacher may attempt to make adjustments to instruction based on checks for understanding but these attempts may be misguided and may not increase understanding for all students (2.5.IN.1)

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.1)



Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.2)	Teacher responds to misunderstandings with effective scaffolding techniques (modeling, prior knowledge, pre-teach, visuals, etc.) (2.5.E.2)	Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective (2.5.IN.2)	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)	Teacher doesn't give up but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)
	Teacher utilizes resources available (therapists, consultants, technology, visuals, etc.) (2.5.E.4)		Student goals and objectives are not considered and data is not taken (2.5.I.4)
			Teacher plans activities randomly with no thematic focus (2.5.I.5)
			Teachers do not collaborate with therapists and specials teachers (2.5.I.6)
			Communication devices are not used (2.5.I.7)
2.6 Develop 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: (2.6.HE.1)	Lesson is accessible and challenging to all students (2.6.E.1)	Lesson is not always accessible or challenging for all students (2.6.IN.1)	Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)
Lesson is accessible and challenging to almost all students, which means the lesson is cognitively appropriate and can also mean lesson is presented or formatted in a manner that is appropriate for students with special needs (2.6.HE.2)	Teacher frequently develops higher level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)
Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)
Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (2.6.HE.4)	Students have opportunities to meaningfully practice/apply what they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate (2.6.IN.4)	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)

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Teacher shows patience and helps students to work hard toward making progress on the objective and to persist even when faced with difficult tasks. (Planned Choices and motivating reinforcers are implemented.) (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.JN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)
Teachers are aware of and constantly searching for motivators for those students that have difficulty attending and/or behaving (2.6.E.6)	Teacher does not explicitly teach functional skills on a consistent basis (2.6.JN.6)	Students are rarely or never given opportunities to be independent in activities (2.6.I.6)
Students are regularly encouraged to be independent with activities or routines (2.6.E.7)		
Teacher explicitly teaches functional skills (2.6.E.8)		

2.7 Maximize Instructional Time

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.7.HE.1)	Teacher facilitates flexible routines that encourage student engagement (2.7.E.1)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.JN.1)	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times (2.7.I.1)
Natural prompts occur to allow for independent transitions (2.7.HE.2)	Visual schedules are interactive and visible and are used effectively to facilitate independence with transitions (2.7.E.2)	There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.JN.2)	There are significant periods of time in which students are not engaged in meaningful work (2.7.I.2)
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.3)	Various strategies (teacher prompting) are employed to facilitate transitions (timer, songs, visual/object supports) (2.7.E.3)	Significant prompting from the teacher is necessary for students to follow instructions and remain on task (2.7.JN.3)	Even with significant prompting, students frequently do not follow directions and are off-task (2.7.I.3)
Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)	Areas within the classroom are visually defined and classroom materials available in the area indicate the area's purpose/expectations (2.7.E.4)	Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem (2.7.JN.4)	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have make adjustments to the lesson (2.7.I.4)
Almost all students are on-task and follow instructions of teacher without much prompting (2.7.HE.5)	Unnecessary items are removed from view and reach (2.7.E.5)	Teacher does not follow individualized behavior plans with fidelity (2.7.JN.5)	Teacher rarely develops individualized behavior plans to address student behavior (2.7.I.5)

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Teacher addresses rare off-task behaviors without major interruption to the class and the teacher's actions do not reinforce the negative behavior (2.7.HE.6)

Classroom is set up with a positive flow (2.7.E.6)

Teacher demonstrates knowledge of a student's individual behavior plan (if appropriate) and the plan is carried out with fidelity (2.7.HE.7)

Classroom routines are well established and followed (2.7.E.7)

Verbiage is cut to a minimum (2.7.E.8)

Disruptive behaviors are always addressed without major interruption to the lesson (2.7.E.9)

Off-task conversations are rare, when they occur, they are always addressed without major interruption to the lesson (2.7.E.10)

Students typically engaged in meaningful work for brief and/or long periods of time depending on students' needs (2.7.E.11)

Teacher organizes and structures the educational environment in order to allow easy access to materials for students and staff (2.7.E.12)

Teacher follows individualized behavior plans of students

Teacher has procedures and routines in place for students with rare off-task behaviors occurring (2.7.E.13)

2. Create Classroom Culture of Respect and Collaboration

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

Teacher will use individualized strategies to encourage on-task behavior across settings (2.8.E.1)

Teacher encourages students to take ownership of strategies previously facilitated by teacher and staff (2.8.HE.2)

Positive Behavioral Supports are in place and used effectively (2.8.E.2)

Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.1)

Teacher rarely or never praises positive behavior (2.8.I.1)

Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.2)

Teacher rarely or never addresses negative behavior (2.8.I.2)

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Teacher encourages students to reinforce positive character and behavior and discourages negative behavior (2.8.HE.3)	Individual behavior plans are used with fidelity (2.8.E.3)	Teacher does not consistently use individualized strategies to encourage on-task behavior across settings (2.8.JN.3)	Teacher rarely uses individualized strategies to encourage on-task behavior (2.8.I.3)
Teacher demonstrates professionalism and expects professionalism from classroom staff (2.8.E.4)	Teacher demonstrates professionalism and expects professionalism from classroom staff (2.8.E.4)	Teacher does not consistently use Positive Behavioral Supports (2.8.JN.4)	Teacher rarely uses Positive Behavioral Supports (2.8.I.4)
Positive attitudes are evident among staff members (2.8.E.5)	Positive attitudes are evident among staff members (2.8.E.5)	Positive attitudes among staff members in the classroom are not consistently observed (2.8.JN.5)	Teacher rarely exhibits a positive attitude and does not expect a positive attitude from the other staff members in the classroom (2.8.I.5)
Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.6)	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.6)	Teacher may set high expectations for some, but not others (2.9.JN.1)	Teacher rarely or never sets high expectations for students (2.9.I.1)
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.9.HE.1)	Teacher sets high expectations for students of all levels (2.9.E.1)	The teacher needs improvement in developing student ownership and pride in their work (2.9.JN.2)	The teacher is ineffective in developing student ownership and pride in their work (2.9.I.2)
The teacher is highly effective in developing student ownership and pride in their work (2.9.HE.2)	The teacher is effective in developing student ownership and pride in their work throughout the school and classroom (2.9.E.2)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) (2.9.JN.3)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teachers or peers (2.9.I.3)
Teacher provides opportunities for students to be independent with as many tasks as possible throughout the school day (2.9.HE.3)	Academic work is displayed (2.9.E.3)	Teacher may praise the academic work of some, but not all (2.9.JN.4)	Teacher rarely or never praises academic work or good behavior (2.9.I.4)
To promote independence, teacher develops individual daily schedules in which the student interacts with throughout the day (2.9.HE.4)	Understanding of ownership of work is evident through student engagement in the process (2.9.E.4)	Teacher may praise the academic work of some, but not all (2.9.JN.4)	Teacher rarely or never praises academic work or good behavior (2.9.I.4)



The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) (2.9.E.5)	Teacher and staff may not consistently promote self-independence for all students (2.9.IN.5)	Teacher and staff do not allow for self-independence among students (2.9.I.5)
Teacher celebrates and praises academic work and/or student progress (2.9.E.6)		
The teacher promotes self-independence among students (When appropriate self-advocacy skills are directly taught to the students) (2.9.E.7)		

Domain 3: Teacher Leadership (25.0%)

3.1 Contribute to School Culture

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1)

Teacher will: (3.1.E.1)

Teacher will: (3.1.IN.1)

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers (3.1.I.1)

Seek out leadership roles (3.1.HE.2)

Contribute ideas and expertise to further the schools' mission and initiatives (3.1.E.2)

Contribute occasional ideas and expertise to further the school's mission and initiatives (3.1.IN.2)

Go above and beyond in dedicating time for students and peers outside of the class (3.1.HE.3)

Dedicate time efficiently when needed to helping students and peers outside of class (3.1.E.4)

Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.4)

Teacher may not: (3.1.IN.3)

3.2 Collaborate with Peers

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.2.HE.1)

Teacher will: (3.2.E.1)

Teacher will: (3.2.IN.1)

The teacher is ineffective in developing clear and concise roles for the para-professionals in their respective classrooms. Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. Teacher rarely meets with the para-professionals to review expectations (3.2.I.1)



Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)	Develop clear and concise roles for the para-professionals in their respective classrooms (3.2.E.2)	Participate in occasional opportunities to work with and learn from others (3.2.IN.2)
Coach peers through difficult situations (3.2.HE.3)	Regularly meet with the paras to review expectations (3.2.E.3)	Ask for assistance when needed (3.2.IN.3)
Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)	Have clearly defined roles for the paras posted within the classroom (3.2.E.4)	Develop clear and concise roles for the para-professionals in their respective classrooms (3.2.IN.4)
The teacher is highly effective in developing clear and concise roles for the para-professionals in their respective classrooms (3.2.HE.5)	Ask for assistance when needed and provide assistance to others in need (3.2.E.5)	Teacher may not: (3.2.IN.5)
A highly effective teacher additionally takes initiatives in assuming leadership among the faculty (3.2.HE.6)	Seek out and participate in regular opportunities to work with and learn from others (3.2.E.6)	Meet regularly with the paras to review expectations (3.2.IN.6)
	An effective teacher builds relationships with colleagues that are characterized by mutual support and cooperation (3.2.E.7)	Have clearly defined roles for the paras posted within the classroom (3.2.IN.7)
		Seek to provide other teachers with assistance when needed (3.2.IN.8)
		Regularly seek out opportunities to work with others (3.2.IN.9)

3.3 Seek Professional Skills and Knowledge

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

Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.3.I.1)

Regularly share newly learned knowledge and practices with others (3.3.HE.2)	Actively pursue opportunities to improve knowledge and practice (3.3.E.2)	Attend all mandatory professional development opportunities (3.3.IN.2)
Seek out opportunities to lead professional developmental sessions (3.3.HE.3)	Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)	Teacher may not: (3.3.IN.3)
A highly effective teacher additionally shares and facilitates this information with colleagues regularly (3.3.HE.4)	Welcome constructive feedback to improve practices (3.3.E.4)	Actively pursue optional professional development opportunities (3.3.IN.4)



An effective teacher seeks and implements professional skills and knowledge (3.3.E.5)
 Seek out ways to implement new practices into instruction (3.3.IN.5)
 Accept constructive feedback well (3.3.IN.6)

3.4 Advocate for Student Success

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

Teacher will: (3.4.E.1)

Teacher will: (3.4.IN.1)

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.1)

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

Display commitment to the education of all his/her students (3.4.E.2)

Display commitment to the education of all his/her students (3.4.IN.2)

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

Attempt to remedy obstacles around student achievement (3.4.E.3)

Teacher may not: (3.4.IN.3)

Advocate for students' individualized needs (3.4.E.4)
 Lead staffings on student specific issues as needed (3.4.E.5)

Advocate for students' needs (3.4.IN.4)

3.5 Engage Families in Student Learning

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

Teacher will: (3.5.E.1)

Teacher will: (3.5.IN.1)

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.1)

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

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

Respond to contact from parents (3.5.IN.2)

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

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

Engage in all forms of parent outreach required by the school (3.5.IN.3)

A highly effective teacher works to form authentic relationships with parents regarding the academic, behavioral, and social needs of their child (3.5.HE.4)

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

Teacher may not: (3.5.IN.4)

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Communicates learning and/or behavior issues in a timely fashion (3.5.E.5) Proactively reach out to parents to engage them in student learning (3.5.IN.5)

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

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

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

4.2 On-time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.MS)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.DNMS)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.MS)

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.DNMS)

4.4 Respect

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

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

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Domain 1: Academic Achievement (30.0%)

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

The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE)

The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)

The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)

The school counselor does not monitor academic achievement. (1.1.J)

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

The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (1.2.HE)

The school counselor regularly engages in professional development. (1.2.E)

The school counselor sporadically engages in professional development. (1.2.IN)

The school counselor does not engage in professional development. (1.2.J)

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

The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.HE)

The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.E)

The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.IN)

The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.J)

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

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The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE)	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IV)	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)
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1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. (1.5.HE)	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. (1.5.E)	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons. (1.5.IV)	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. (1.5.I)
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1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.HE)	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.E)	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.IV)	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)
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Domain 2: Student Assistance Services (20.0%)

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

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The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. (2.1.HE)

The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. (2.1.E)

The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. (2.1.IN)

The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. (2.1.I)

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

The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. (2.2.HE)

The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. (2.2.E)

The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help; assists students to identify school and community resources, or implements any prevention programming for students. (2.2.IN)

The school counselor does not explain the students' right to a safe and secure school environment; help students to differentiate situations that require peer support, adult assistance and professional help; help students to identify school and community resources, or implement any prevention programming for students. (2.2.I)

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

The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.HE)

The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.E)

The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.IN)

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

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

The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE)

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN)

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

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Domain 3: Career Development (20.0%)

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

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE)

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)

The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IV)

The school counselor does not facilitate age-appropriate career development. (3.1.I)

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

The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. (3.2.HE)

The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. (3.2.E)

The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. (3.2.IV)

The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. (3.2.I)

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

The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE)

The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.E)

The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. (3.3.IV)

The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. (3.3.I)

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

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The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IV)	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)
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Domain 4: Professional Leadership (30.0%)

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

The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE)	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.IV)	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I)
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4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE)	The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IV)	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)
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4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. (4.3.HE)	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E)	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IV)	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I)
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~~4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.~~

The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.HE)

The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.E)

The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. (4.4.IV)

The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. (4.4.I)

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

The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. (4.5.HE)

The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. (4.5.E)

The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. (4.5.IV)

The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems; increase the students served, or evaluate areas of particular strength or weakness. (4.5.I)

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

The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. (4.6.HE)

The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. (4.6.E)

The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. (4.6.IV)

The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. (4.6.I)

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Domain 1: Purposeful Planning (20.0%)

1.1 Utilize Assessment Data to Plan

At Level 4, a Literacy Coordinator fulfills the criteria for Level 3 and additionally:
(1.1.HE.1)

Incorporates differentiated instructional strategies in planning to reach every Teacher/student at his/her level of understanding *(1.1.HE.2)*

LC uses prior assessment data to formulate achievement goals for coaching Teachers *(1.1.E.3)*

LC uses prior assessment data to support Teachers in forming achievement goals *(1.1.IN.3)*

LC rarely or never uses prior assessment data when planning *(1.1.L.3)*

LC uses prior assessment data to prepare for training sessions, classroom modeling, and coaching *(1.1.E.4)*

1.2 Set Rigorous and Measurable Achievement Goals

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

Supports and coaches Teachers in selecting a rigorous annual student achievement goal *(1.2.HE.2)*

LC supports and coaches Teachers in interpreting data and selecting an annual student achievement goal that is measurable *(1.2.E.2)*

LC supports Teachers in selecting an annual student achievement goal that is measurable *(1.2.IN.2)*

LC rarely or never supports Teachers in selecting achievement goals for the class OR goals are developed, but are not helpful for planning purposes *(1.2.L.2)*

LC develops an annual student achievement goal that is aligned to content standards *(1.2.E.3)*

The goal does not align to content standards; OR *(1.2.IN.3)*

LC develops an annual student achievement goal that includes interim assessments to help monitor learning and inform interventions throughout the year *(1.2.E.4)*

The goal does not include interim assessments to help monitor learning and inform interventions throughout the year *(1.2.IN.4)*

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LC develops an annual student achievement goal that is based on student growth (1.2.E.5)

1.3 Track Student Data and Analyze Progress

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

LC supports Teachers in involving Teachers in self-assessment and monitoring of progress as evidenced in the classroom (1.3.HE.2)

LC uses an effective data tracking system for recording Teacher/student assessment/progress data according to district policy (1.3.E.2)

LC uses an effective data tracking system for recording Teacher/student assessment/progress data (1.3.IN.2)

LC rarely or never uses a data tracking system to record Teacher/student assessment/progress data (1.3.I.2)

LC supports Teachers in using an effective data tracking system for analyzing student progress toward mastery and planning future lessons/units accordingly (1.3.E.3)

LC supports Teachers in using an effective data tracking system for conducting data analysis of student progress to drive lesson planning (1.3.E.4)

1.4 Reflection on Practice (Post-observation conference)

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

Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each (1.4.HE.2)

LC makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and citing general references to support the judgment (1.4.E.2)

LC has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met (1.4.IN.2)

LC rarely or never knows whether a lesson was effective or achieved its instructional outcomes, or LC profoundly misjudges the success of a lesson (1.4.I.2)

Draws on an extensive repertoire of skills, offers specific alternative actions, complete with the probable success of different courses of action (1.4.HE.3)

LC makes a few specific suggestions of what could be tried another time the lesson is taught (1.4.E.3)

LC makes general suggestions about how a lesson could be improved another time the lesson is taught (1.4.IN.3)

LC rarely or never has suggestions for how a lesson could be improved another time the lesson is taught (1.4.I.3)

Domain 2: Effective Instruction (60.0%)

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2.1 Develop Teacher Understanding of the Literacy Framework

For Level 4, all of the evidence listed under Level 3 and additionally: (2.1.HE.1)

Teachers can explain what they are learning and why it is important (2.1.HE.2)

LC effectively determines teacher's prior knowledge and takes steps to move him/her forward (2.1.HE.3)

LC has trained, collaborated, and supported teachers in implementing the Literacy Framework effectively (2.1.E.2)

LC has communicated some initial information with teachers regarding the Literacy Framework (2.1.IN.2)

LC has not communicated expectations for Literacy Framework (2.1.I.2)

2.2 Demonstrate and Clearly Communicate Content Knowledge to Teachers

For Level 4, all of the evidence listed under Level 3 as well as three or more of the following: (2.2.HE.1)

LC fully explains concepts in a direct and efficient manner while achieving teacher understanding (2.2.HE.2)

LC explanations inspire teacher/student interest in the content (2.2.HE.3)

Teachers participate in each other's learning of content through collaboration (2.2.HE.4)

Teachers ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.5)

LC restates and rephrases instruction in multiple ways to increase understanding (2.2.E.2)

LC may sometimes fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.2)

LC continues with planned instruction, even when it is obvious that teachers are not understanding content (2.2.I.2)

LC implements relevant instructional strategies learned via professional development (2.2.E.4)

LC sometimes implements new and improved instructional strategies learned via professional development (2.2.IN.4)

LC demonstrates content knowledge and delivers content that is factually correct (2.2.E.6)

LC delivers content that is factually correct (2.2.IN.6)

LC repeatedly delivers content that is factually incorrect (2.2.I.6)

Content is clear, concise and well-organized (2.2.E.7)

Content occasionally lacks clarity and is not as well organized as it could be (2.2.IN.7)

Explanations are unclear or incoherent and fail to build teacher understanding of key concepts (2.2.I.7)

LC emphasizes key points or main ideas in content (2.2.E.8)

LC does not adequately emphasize main ideas, and teachers are sometimes confused about key concepts (2.2.IN.8)

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2.3 Create Classroom Culture of Respect and Collaboration/LC Interaction with Teachers

For Level 4, all of the evidence listed under Level 3 is present, as well as 2 or more of the following: (2.3.HE.1)

Teachers are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.3.HE.2)

Teachers are given opportunities to collaborate and support each other in the learning process (2.3.E.2)

Teachers are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the LC to work together (2.3.IN.2)

Teachers are rarely or never given opportunities to collaborate OR during these times do not work well together even with LC intervention (2.3.I.2)

Teachers reinforce positive character and behavior and discourage negative behavior amongst themselves (2.3.HE.3)

LC reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.3.E.3)

LC may praise positive behavior OR enforce consequences for negative behavior, but not both (2.3.IN.3)

LC rarely or never praises positive behavior and rarely or never addresses negative behavior (2.3.I.3)

LC interactions with Teachers reflect genuine respect and caring for individuals as well as groups of Teachers (2.3.HE.4)

Teachers are respectful of their LC and peers (2.3.E.4)

Teachers are generally respectful of their LC and peers, but may occasionally act out or need to be reminded of collaborative norms (2.3.IN.4)

Teachers are frequently disrespectful of LC or peers as evidenced by discouraging remarks or disruptive behavior (2.3.I.4)

LC has a good rapport with Teachers, and shows genuine interest in their thoughts and opinions (2.3.E.5)

LC-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the Teachers' ages, cultural diversity, and experiential background (2.3.E.6)

LC-teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for Teachers' cultural diversity and/or background experience (2.3.IN.6)

LC may focus on the behavior of a few Teachers, while ignoring the behavior (positive or negative) of others (2.3.IN.7)

Domain 3: Professional Responsibilities (20.0%)

3.1 Participating in a Professional Community

For Level 4, all of the evidence listed under Level 3 is present, as well as 3 or more of the following: (3.1.HE.1)

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LC takes initiative as a leader among the faculty (3.1.HE.2)	LC relationships with colleagues are characterized by mutual support and cooperation (3.1.E.2)	LC maintains cordial relationships with colleagues to fulfill duties that the school or district requires (3.1.JN.2)	LC's relationships with colleagues are negative or self-serving (3.1.L.2)
LC takes a leadership role in promoting a culture of professional inquiry (3.1.HE.3)	LC volunteers to participate in a culture of professional inquiry, making a positive contribution (SIT, lead LC for curriculum planning, technology trainer, school or district committees, etc.) (3.1.E.3)	LC becomes involved in the school's culture of inquiry when specifically asked (3.1.JN.3)	LC rarely or never participates in a culture of inquiry, resisting (3.1.L.3)
LC volunteers to participate in school events, makes a positive contribution, and assumes a leadership role in at least one aspect of school life (3.1.HE.4)	LC volunteers to participate in school events (PTO events, chaperoning a dance, etc.), making a positive contribution (3.1.E.4)	LC participates in school events when specifically asked (3.1.JN.4)	LC rarely or never is involved in school events (3.1.L.4)
LC volunteers to participate in school and district projects, makes a positive contribution, and assumes a leadership role in a major school or district project (3.1.HE.5)	LC volunteers to participate in school and district initiatives (Advanced, literacy framework, 6+ Traits Writing, etc.), making a positive contribution (3.1.E.5)	LC participates in school and district projects when specifically asked (3.1.JN.5)	LC rarely or never is involved in school and district projects (3.1.L.5)

3.2 Growing and Developing Professionally

At Level 4, a LC fulfills the criteria for Level 3 and additionally: (3.2.HE.1)	LC seeks out opportunities for professional development and makes a systematic effort to conduct formal and informal action research (3.2.HE.2)	LC seeks out opportunities for professional development to enhance content knowledge and pedagogical skill (3.2.E.2)	LC engages in no professional development activities to enhance knowledge or skill (3.2.L.2)
LC seeks out feedback on teaching from both supervisors and colleagues (3.2.HE.3)	LC applies feedback from colleagues and supervisors or when opportunities arise through professional collaboration (3.2.E.3)	LC accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues (3.2.JN.3)	LC resists feedback on teaching performance from either supervisors or more experienced colleagues (3.2.L.3)
LC leads important activities to contribute to the profession (writing articles for professional publications, leading study groups with colleagues/PLCs, supervising student LCs, mentoring beginning LCs, etc.) (3.2.HE.4)	LC participates in assisting other educators (3.2.E.4)	LC finds limited ways to contribute to the profession (3.2.JN.4)	LC makes no effort to share knowledge with others or to assume professional responsibilities (3.2.L.4)

3.3 Showing Professionalism

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

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LC is highly proactive in serving Teachers, seeking out resources when needed (3.3.HE.2)	LC is active in serving Teachers (3.3.E.2)	LC's attempts to serve Teachers are inconsistent (3.3.IN.2)	LC is not alert to Teachers' needs (3.3.I.2)
LC makes a concerted effort to challenge negative attitudes or practices (3.3.HE.3)	LC works to ensure that all Teachers receive a fair opportunity to succeed (3.3.E.3)	LC does not work to ensure that all Teachers receive a fair opportunity to succeed (3.3.IN.3)	LC contributes to practices that result in some Teachers being ill served by the school (3.3.I.3)
LC helps ensure that team and departmental decisions are based on the highest professional standards (3.3.HE.4)	LC maintains an open mind and participates in team or departmental decision making (3.3.E.4)	LC's decisions and recommendations are based on limited though genuinely professional considerations (3.3.IN.4)	LC makes decisions and recommendations based on self-serving interests (3.3.I.4)
LC makes clear to teachers that coaching activities will never be linked to evaluation and maintains confidentiality (3.3.HE.5)	LC displays high standards of honesty, integrity, and confidentiality in interactions with others (3.3.E.6)	LC is honest in interactions with others, but lacks discretion (3.3.IN.6)	LC displays dishonesty in interactions with others (3.3.I.6)
	LC complies fully with school and district regulations (3.3.E.7)	LC complies minimally with school and district regulations, doing just enough to get by (3.3.IN.7)	LC does not comply with school and district regulations (3.3.I.7)

Indiana School Librarian Evaluation Rubric

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Domain 1: Purposeful Planning (30.0%)

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

Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. (1.1.HE.1)

School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. (1.1.E.1)

School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. (1.1.IN.1)

School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology. (1.1.L.1)

- 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. (1.1.HE.2)

- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media. (1.1.E.2)

- Librarian reads journals to learn about current trends. (1.1.IN.2)

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

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. (1.2.HE.1)

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. (1.2.E.1)

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. (1.2.IN.1)

School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students. (1.2.L.1)

-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met. (1.2.HE.2)

-The goal for the program is communicated with appropriate stakeholders. (1.2.E.2)

-The goal for the program is established but not communicated with appropriate stakeholders. (1.2.IN.2)

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

School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. (1.3.HE)

School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. (1.3.E)

School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. (1.3.IN)

School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. (1.3.L)

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~~1.4 Developing And Implementing A Plan To Evaluate The Library Program~~

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. (1.4,HE:1)

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. (1.4,E:1)

School librarian has a rudimentary plan to evaluate the library program. (1.4,IN:1)

School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. (1.4,I:1)

- The librarian proactively responds to the evidence of the evaluation. (1.4,HE:2)

1.5 Establishing A Culture For Investigation And Love Of Literature

In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature. (1.5,HE)

In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature. (1.5,E)

School librarian goes through the motions of performing the work of the position, but without any real commitment to it. (1.5,IN)

School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required. (1.5,I)

1.6 Establishing And Maintaining Library Procedures

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. (1.6,HE)

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. (1.6,E)

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. (1.6,IN)

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. (1.6,I)

1.7 Organize Physical Space To Enable Smooth Flow

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. (1.7,HE)

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. (1.7,E)

School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users. (1.7,IN)

School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. (1.7,I)

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

Indiana School Librarian Evaluation Rubric

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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. (1.8.HE)	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. (1.8.E)	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. (1.8.IV)	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. (1.8.I)
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Domain 2: Effective Instruction (40.0%)

2.1 Creating An Environment Conducive To Learning

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. (2.1.HE)	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. (2.1.E)	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. (2.1.IV)	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. (2.1.I)
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2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. (2.2.HE.1)	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. (2.2.E.1)	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct (2.2.IV.1)	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. (2.2.I.1)
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.2.HE.2)	- Content is clear, concise and well-organized (2.2.E.2)	- Content occasionally lacks clarity and is not as well organized as it could be (2.2.IV.2)	- Librarian may deliver content that is factually incorrect (2.2.I.2)
- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.3)	- Librarian restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IV.3)	- Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.3)

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- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.4)	- Librarian emphasizes key points or main ideas in content (2.2.E.4)	- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	- Librarian continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.4)
- Explanations spark student excitement and interest in the content (2.2.HE.5)	- Librarian uses developmentally appropriate language and explanations (2.2.E.5)	- Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	- Librarian does not emphasize main ideas, and students are often confused about content (2.2.I.5)
- Students participate in each others' learning of content through collaboration during the lesson (2.2.HE.6)	- Librarian implements relevant instructional strategies learned via professional development (2.2.E.6)	- Librarian does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	- Librarian fails to use developmentally appropriate language (2.2.I.6)
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.7)			

2.3 Engage Students In Academic Content

Librarian is highly effective at engaging students in academic content. (2.3.HE.1)	Librarian is effective at engaging students in academic content. (2.3.E.1)	Librarian needs improvement at engaging students in academic content. (2.3.IN.1)	Librarian is ineffective at engaging students in academic content. (2.3.I.1)
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.3.HE.2)	- More than 3/4 of students are actively engaged in content at all times and not off-task (2.3.E.2)	- Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IN.2)	- Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.2)
- Librarian provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.3)	- Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.3)	- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.3)	- 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 (2.3.I.3)
- Librarian provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.4)	- Librarian sustains the attention of the class by maintaining a dynamic presence (2.3.E.4)	- Librarian may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.4)	- Librarian does not differentiate instruction to target different learning modalities (2.3.I.4)
- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.5)	- Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.5)	- 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 (2.3.IN.5)	- 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 (2.3.I.5)

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- Librarian effectively integrates technology as a tool to engage students in academic content (2.3.HE.6)

- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.6)

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

- ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.6)

- ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.7)

- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.8)

2.4 Check For Understanding

School librarian is highly effective at checking for understanding. (2.4.HE.1)

School librarian is effective at checking for understanding. (2.4.E.1)

School librarian needs improvement at checking for understanding. (2.4.IN.1)

School librarian is ineffective at checking for understanding. (2.4.I.1)

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.4.HE.2)

- 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 (2.4.E.2)

- Librarian sometimes checks for understanding of content, but misses several key moments (2.4.IN.2)

- Librarian rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.2)

- 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) (2.4.HE.3)

- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly (2.4.E.3)

- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly (2.4.IN.3)

- 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 (2.4.I.3)

- 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 (2.4.HE.4)

- Librarian uses a variety of methods to check for understanding (2.4.E.4)

- Librarian may not use a variety of methods to check for understanding when doing so would be helpful (2.4.IN.4)

- 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 (2.4.I.4)

- Librarian uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.5)

- 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 (2.4.IN.5)

- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students (2.4.I.5)

- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.6)

- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.IN.6)

- Librarian rarely or never assesses for mastery at the end of the lesson (2.4.I.6)

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- 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) (2.4.E.7)

- 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 (2.4.IN.7)

2.5 Modify Instruction As Needed

School librarian is highly effective at modifying instruction as needed. (2.5.HE.1)

School librarian is effective at modifying instruction as needed. (2.5.E.1)

School librarian needs improvement at modifying instruction as needed. (2.5.IN.1)

School librarian is ineffective at modifying instruction as needed. (2.5.I.1)

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.5.HE.2)

- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.2)

- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students (2.5.IN.2)

- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.2)

- Librarian anticipates student misunderstandings and preemptively addresses them (2.5.HE.3)

- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs (2.5.E.3)

- 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 (2.5.IN.3)

- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.3)

- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.4)

- Librarian responds to misunderstandings with effective scaffolding techniques (2.5.E.4)

- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.4)

- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding (2.5.I.4)

- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.5)

2.6 Maximize Instructional Time

School librarian is highly effective at maximizing instructional time. (2.6.HE.1)

School librarian is effective at maximizing instructional time. (2.6.E.1)

School librarian needs improvement at maximizing instructional time. (2.6.IN.1)

School librarian is ineffective at maximizing instructional time. (2.6.I.1)

For Level 4, all of the evidence listed under Level 3 is present, as well as the following: (2.6.HE.2)

- Routines, transitions, and procedures are well executed. (2.6.E.2)

- Routines, transitions, and procedures are in place. (2.6.IN.2)

- There are few or no evident routines or procedures in place. (2.6.I.2)

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- All students are on-task and follow instructions of Librarian without much prompting (2.6.HE.3)	- Almost all students are on-task and follow instructions of librarian without much prompting (2.6.E.3)	- Significant prompting from the librarian is necessary for students to follow instructions and remain on task (2.6.IV.3)	- Even with significant prompting, students frequently do not follow directions and are off-task (2.6.I.3)
- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson (2.6.E.4)	- 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 (2.6.IV.4)	- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson (2.6.I.4)	- Classroom management is generally poor and wastes instructional time (2.6.I.5)

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

School librarian proactively initiates sessions to assist students and teachers in the use of technology. (2.7.HE)	School librarian institutes sessions to assist students and teachers in the use of technology. (2.7.E)	School librarian assists students and teachers in the use of technology when specifically asked to do so. (2.7.IV)	School librarian declines to assist students and teachers in the use of technology. (2.7.I)
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2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school. (2.8.HE)	School librarian initiates collaboration with classroom teachers in the design of instructional lessons. (2.8.E)	School librarian collaborates with classroom teachers in the design of instructional lessons. (2.8.IV)	School librarian declines to collaborate with classroom teachers in the design of instructional lessons. (2.8.I)
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2.9 Engaging Students In Enjoying Literature And In Learning Multiple Literacy Skills

Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. (2.9.HE)	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. (2.9.E)	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. (2.9.IV)	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. (2.9.I)
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Domain 3: Leadership (30.0%)

3.1 Contribute To School Culture

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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. (3.1.HE)

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. (3.1.E)

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. (3.1.IV)

School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. (3.1.I)

3.2 Collaborate With Peers

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. (3.2.HE)

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. (3.2.E)

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. (3.2.IV)

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

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

Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures. (3.3.HE)

Library assistants, students, or parent/community volunteers are clear as to their roles. (3.3.E)

Library assistants, students, or parent/community volunteers are partially successful. (3.3.IV)

Library assistants, students, or parent/community volunteers are confused as to their role. (3.3.I)

3.4 Advocate For Student Success

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. (3.4.HE)

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. (3.4.E)

School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs. (3.4.IV)

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. (3.4.I)

3.5 Preparing And Submitting Reports And Budgets

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. (3.5.HE)

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. (3.5.E)

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. (3.5.IV)

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 (3.5.I)

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3.6 Communicating With The Larger Community

School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit. (3.6.HE)

School librarian engages in outreach efforts to parents and the larger community. (3.6.E)

School librarian makes sporadic efforts to engage in outreach to parents or the larger community. (3.6.IV)

School librarian makes no effort to engage in outreach to parents or the larger community. (3.6.I)

3.7 Participating In A Professional Community

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. (3.7.HE)

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. (3.7.E)

School librarian's relationships with colleagues are cordial and the librarian participates in school and district events when specifically requested. (3.7.IV)

School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects. (3.7.I)

3.8 Seek Professional Skills And Knowledge

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. (3.8.HE)

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. (3.8.E)

School librarian's participation in professional development activities is limited to those that are mandatory. (3.8.IV)

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. (3.8.I)

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

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

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

4.2 On Time Arrival

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Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.M)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.DNMM)
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4.3 Policies And Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.M)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.DNMM)
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4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.M)	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.DNMM)
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Domain 1: Purposeful Planning (40.0%)

1:01 Uses current and comprehensive content/specialty area knowledge for planning

As well as meeting all of the effective elements, the school professional: (1:01.HE.1)

The school professional: (1:01.E.1)

The school professional meets most, but not all of the effective elements. (1:01.IN.1)

The school professional meets few or none of the effective elements. (1:01.I.1)

Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. (1:01.HE.2)

Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area. (1:01.E.2)

Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. (1:01.E.3)

Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. (1:01.E.4)

Provides planning that reflects understanding of general education curriculum. (1:01.E.5)

1:02 Utilizes current and appropriate practices and procedures for screening

As well as meeting all of the effective elements, the school professional: (1:02.HE.1)

The school professional: (1:02.E.1)

The school professional meets most, but not all of the effective elements. (1:02.IN.1)

The school professional meets few or none of the effective elements. (1:02.I.1)

Provides strategies/resources to SLPs/parents for those students who do not qualify. (1:02.HE.2)

Administers, scores, analyzes and interprets results of screening protocols accurately. (1:02.E.2)

or (1:02.HE.3)

Makes appropriate recommendations with regard to future testing. (1:02.E.3)

Develops a tracking system for follow-up screenings for one year. (1:02.HE.4)

Communicates results to parents, SLPs in a timely manner. (1:02.E.4)

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~~1:03 Gathers appropriate information prior to determining evaluation procedures~~

As well as meeting all of the effective elements, the school professional: (1:03.HE.1)

The school professional: (1:03.E.1)

The school professional meets most, but not all of the effective elements. (1:03.IN.1)

The school professional meets few or none of the effective elements. (1:03.L.1)

Includes all pertinent screening information into the body of evaluation report. (1:03.HE.2)

Uses Social and Developmental histories to gather information. (1:03.E.2)

Utilizes academic information including RTI data. (1:03.E.3)

Utilizes Hearing screening information. (1:03.E.4)

1:04 Chooses appropriate evaluation instruments

As well as meeting all of the effective elements, the school professional: (1:04.HE.1)

The school professional: (1:04.E.1)

The school professional meets most, but not all of the effective elements. (1:04.IN.1)

The school professional meets few or none of the effective elements. (1:04.L.1)

Utilizes a variety of tools to address cultural and linguistic differences. (1:04.HE.2)

Uses tools, protocols and strategies that are the most current and evidence based. (1:04.E.2)

or (1:04.HE.3)

Utilizes strategies and tools that are age appropriate and related to the referral question(s). (1:04.E.3)

Uses an expanded and flexible battery of instruments for assessing students. (1:04.HE.4)

Matches academic concerns to selection of tests. (1:04.E.4)

1:05 Uses appropriate evaluation procedures

As well as meeting all of the effective elements, the school professional: (1:05.HE.1)

The school professional: (1:05.E.1)

The school professional meets most, but not all of the effective elements. (1:05.IN.1)

The school professional meets few or none of the effective elements. (1:05.L.1)

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- Supplements standardized measures with:
- classroom observations. (1:05.E.2)
 - curriculum based activities.
 - other educationally relevant measures that are aligned with academic standards. (1:05.HE.2)

Faithfully administers tests accurately and according to the directions outlined by the test. (1:05.E.2)

Scores data from standardized assessment and other sources accurately. (1:05.E.3)

Appropriately analyzes and interprets information from standardized assessment and other measures. (1:05.E.4)

1:06 Interprets results and makes placement/service recommendations

As well as meeting all of the effective elements, the school professional: (1:06.HE.1)

Provides information to classroom SLPs and includes the potential impact on classroom learning. (1:06.HE.2)

<p>The school professional: (1:06.E.1)</p> <p>Integrates all results from the evaluation process and develops clear diagnostic impressions. (1:06.E.2)</p> <p>Collaborates with members of the Case Conference Committee to:</p> <ul style="list-style-type: none"> - synthesize evaluation information. - determine the presence and severity of a disability. - determines eligibility for speech and language services. (1:06.E.3) 	<p>The school professional meets most, but not all of the effective elements. (1:06.IV.1)</p>	<p>The school professional meets few or none of the effective elements. (1:06.I.1)</p>
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Clearly communicates results using understandable terminology to all case conference participants. (1:06.E.4)

Domain 2: Effective Instruction, Treatment and/or Instructional Support (40.0%)

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2:01 Manages scheduling of sessions and grouping of students

As well as meeting all of the effective elements, the school professional: (2:01.HE.1)

The school professional: (2:01.E.1)

The school professional meets most, but not all of the effective elements. (2:01.IV.1)

The school professional meets few or none of the effective elements. (2:01.I.1)

Attempts to group students by age/grade level and disorder. (2:01.HE.2)

Efficiently manages schedules to minimally interrupt general ed curriculum/instruction. (2:01.E.2)

Appropriately groups students to maximize instructional time. (2:01.E.3)

Adjusts schedule as needed to meet time provisions of IEP. (2:01.E.4)

2:02 Prepares for effective service delivery

As well as meeting all of the effective elements, the school professional: (2:02.HE.1)

The school professional: (2:02.E.1)

The school professional meets most, but not all of the effective elements. (2:02.IV.1)

The school professional meets few or none of the effective elements. (2:02.I.1)

Develops strategies for student successful participation in the classroom/curriculum. (2:02.HE.2)

Prepares for intervention sessions thoroughly by:

- Organizing materials.
- Selecting/adapting material, equipment, devices to meet student needs.
- Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals. (2:02.E.2)
- Constructs culturally, linguistically and developmentally appropriate learning activities. (2:02.E.3)
- Accommodates student's unique learning styles and present levels of performance. (2:02.E.4)

2:03 Implements appropriate progress monitoring procedures

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As well as meeting all of the effective elements, the school professional: (2:03.HE.1)	The school professional: (2:03.E.1)	The school professional meets most, but not all of the effective elements. (2:03.IV.1)	The school professional meets few or none of the effective elements. (2:03.I.1)
Includes student in review of data and monitoring own progress. (2:03.HE.2)	Collects, interprets and uses data to measure progress and drive instruction. (2:03.E.2) Matches appropriate interventions to data. (2:03.E.3)		
Modifies instruction based on frequent progress monitoring. (2:03.E.4)	Modifies instruction based on frequent progress monitoring. (2:03.E.4)		
2:04 Promotes generalization across settings			
As well as meeting all of the effective elements, the school professional: (2:04.HE.1)	The school professional: (2:04.E.1)	The school professional meets most, but not all of the effective elements. (2:04.IV.1)	The school professional meets few or none of the effective elements. (2:04.I.1)
Monitors and collects data of generalization across settings. (2:04.HE.2)	Uses common core to enhance student learning. (2:04.E.2) Promotes generalization of acquired therapeutic skills across school settings. (2:04.E.3)		
Enables students to develop self monitoring skills. (2:04.E.4)	Enables students to develop self monitoring skills. (2:04.E.4)		
2:05 Develops student understanding of lesson objectives			
As well as meeting all of the effective elements, the school professional's: (2:05.HE.1)	The school professional's: (2:05.E.1)	The school professional meets most, but not all of the effective elements. (2:05.IV.1)	The school professional meets few or none of the effective elements. (2:05.I.1)
Students can explain what they are learning and why it is important, beyond repeating the stated objective. (2:05.HE.2)	Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson. (2:05.E.2) Importance of the objective is explained so that students understand why they are learning what they are learning. (2:05.E.3)		
Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. (2:05.HE.3)			

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Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. (2:05.E.4)

2:06 Uses strategies that promote student engagement

As well as meeting all of the effective elements, the school professional: (2:06.HE.1)

The school professional: (2:06.E.1)

The school professional meets most, but not all of the effective elements. (2:06.IN.1)

The school professional meets few or none of the effective elements. (2:06.I.1)

Integrates a variety of current therapeutic strategies gained from professional development activities. (2:06.HE.2)

Provides lessons that progress at an appropriate pace to maintain engagement. (2:06.E.2)

or (2:06.HE.3)

Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. (2:06.E.3)

Uses and teaches technology/ACC devises. (2:06.HE.4)

Provides consistent feedback and provides multiple opportunities for student participation. (2:06.E.4)

2:07 Creates culture of respect and collaboration

As well as meeting all of the effective elements, the school professional: (2:07.HE.1)

The school professional: (2:07.E.1)

The school professional meets most, but not all of the effective elements. (2:07.IN.1)

The school professional meets few or none of the effective elements. (2:07.I.1)

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. (2:07.HE.2)

Encourages collaboration and students are respectful of their SLP and peers. (2:07.E.2)

Students reinforce positive character and behavior and discourage negative behavior amongst themselves. (2:07.HE.3)

Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. (2:07.E.3)

Has a good rapport with students, and shows genuine interest in their thoughts and opinion. (2:07.E.4)

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~~Domain 3: Leadership and Professional Responsibilities (20.0%)~~ 3.01 Advances professional skills and knowledge

As well as meeting all of the effective elements, the school professional: (3.01.HE.1)	The school professional: (3.01.E.1)	The school professional meets most, but not all of the effective elements. (3.01.IV.1)	The school professional meets few or none of the effective elements. (3.01.I.1)
Regularly shares newly learned knowledge and practices with others. (3.01.HE.2)	Actively pursues opportunities to improve knowledge and practice. (3.01.E.2)		
or (3.01.HE.3)	Seeks out ways to implement new practices into instruction, where applicable. (3.01.E.3)		
Seeks out opportunities to lead professional development sessions. (3.01.HE.4)	Welcomes constructive feedback to improve practices. (3.01.E.4)		

3.02 Advocates for student success

As well as meeting all of the effective elements, the school professional: (3.02.HE.1)	The school professional: (3.02.E.1)	The school professional meets most, but not all of the effective elements. (3.02.IV.1)	The school professional meets few or none of the effective elements. (3.02.I.1)
Displays commitment to the education of all the students in the school. (3.02.HE.2)	Displays commitment to the education of all his/her students. (3.02.E.2)		
or (3.02.HE.3)	Provides IEP information to all teachers involved with student. (3.02.E.3)		
Makes changes and take risks to ensure student success. (3.02.HE.4)	Advocate for students' individualized needs. (3.02.E.4)		

3.03 Engages families in student learning

As well as meeting all of the effective elements, the school professional: (3.03.HE.1)	The school professional: (3.03.E.1)	The school professional meets most, but not all of the effective elements. (3.03.IV.1)	The school professional meets few or none of the effective elements. (3.03.I.1)
Strives to form relationships in which parents are given ample opportunity to participate in student learning. (3.03.HE.2)	Proactively reaches out to parents in a variety of ways to engage them in student learning. (3.03.E.2)		
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. (3.03.HE.3)	Responds promptly to contact from parents. (3.03.E.3)		

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Engages in all forms of parent outreach required by the school. (3.03.E.4)

3.04 Manages caseload appropriately

As well as meeting all of the effective elements, the school professional: (3.04.HE.1)

The school professional: (3.04.E.1)

The school professional meets most, but not all of the effective elements. (3.04.IV.1)

The school professional meets few or none of the effective elements. (3.04.I.1)

Mentors others in appropriate management of caseload. (3.04.HE.2)

Fulfills all TOR responsibilities. (3.04.E.2)

Frequently monitors progress and goals and reconvenes case conferences as needed. (3.04.E.3)

Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education. (3.04.E.4)

3.05 Fulfills all documentation/paperwork requirements

As well as meeting all of the effective elements, the school professional: (3.05.HE.1)

The school professional: (3.05.E.1)

The school professional meets most, but not all of the effective elements. (3.05.IV.1)

The school professional meets few or none of the effective elements. (3.05.I.1)

Filing is completed weekly and organized in a manner that provides for immediate accessibility. (3.05.HE.2)

Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file. (3.05.E.2)

Complies with the co-op or district's documentation procedures including the completion of IEPs, and the submission of CH-21s and Medicaid claims in a timely manner. (3.05.E.3)

Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload. (3.05.E.4)

3.06 Provides appropriate supervision of others

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As well as meeting all of the effective elements, the school professional: (3.06.HE.1)	The school professional's: (3.06.E.1)	The school professional meets most, but not all of the effective elements. (3.06.IV.1)	The school professional meets few or none of the effective elements. (3.06.I.1)
Frequently evaluates the workload of the SLP/A and initiates reassignment as indicated. (3.06.HE.2)	Expectations are clear and the SLPAs are assigned for maximum productivity. (3.06.E.2)		
Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants. (3.06.HE.3)	SLPAs are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. (3.06.E.3)		
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct. (3.06.E.4)		
3.07 Collaborates with others to promote student success			
As well as meeting all of the effective elements, the school professional: (3.07.HE.1)	The school professional: (3.07.E.1)	The school professional meets most, but not all of the effective elements. (3.07.IV.1)	The school professional meets few or none of the effective elements. (3.07.I.1)
Serves as a voluntary mentor to peers. (3.07.HE.2)	Communicates all necessary information to administration. (3.07.E.2)		
	Collaborates with other professionals in matters relevant to case load. (3.07.E.3)		
	Maintains professionalism during interaction with colleagues and others. (3.07.E.4)		
3.08 Organizes systems for carrying out SLP/SLPA responsibilities			
As well as meeting all of the effective elements, the school professional: (3.08.HE.1)	The school professional: (3.08.E.1)	The school professional meets most, but not all of the effective elements. (3.08.IV.1)	The school professional meets few or none of the effective elements. (3.08.I.1)
Takes on additional responsibilities to assist with case load obligations of peers absent or on leave. (3.08.HE.2)	Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP. (3.08.E.2)		
	Prioritizes work load. (3.08.E.3)		

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Organizes workspace, materials and equipment to maximize instruction. (3.08.E.4)

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

As well as meeting all of the effective elements, the school professional: (3.09.HE.1)

The school professional: (3.09.E.1)

The school professional meets most, but not all of the effective elements. (3.09.IN.1)

The school professional meets few or none of the effective elements. (3.09.I.1)

Takes initiative and provides leadership in promoting a productive and collegial climate. (3.09.HE.2)

Provides support and cooperation that characterize relationships with colleagues. (3.09.E.2)

Volunteers to participate in school and co-op committees and/or projects, making a significant contribution by assuming a leadership role. (3.09.HE.3)

Upholds all of the policies and procedures of the assigned school and co-op. (3.09.E.3)

Volunteers to participate in school or co-op committees/projects, and actively participates. (3.09.E.4)

Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful. (3.09.E.5)

3.10 Communicates professionally

As well as meeting all of the effective elements, the school professional: (3.10.HE.1)

The school professional: (3.10.E.1)

The school professional meets most, but not all of the effective elements. The school professional meets most, but not all of the effective elements. (3.10.IN.1)

The school professional meets few or none of the effective elements. (3.10.I.1)

Responds to communication and the processing of information within 24 hours on a routine basis. (3.10.HE.2)

All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. (3.10.E.2)

Provides communication that is handled with professionalism and sensitivity. (3.10.HE.3)

All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. (3.10.E.3)

All appropriate personnel are properly informed about changes in students, staff or programming. (3.10.E.4)

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Communication is clearly written and grammatically correct. (3.10.E.5)

3.11 Fosters others' awareness of communication disorders

As well as meeting all of the effective elements, the school professional: (3.11.HE.1)

The school professional: (3.11.E.1)

The school professional meets most, but not all of the effective elements. (3.11.IN.1)

The school professional meets few or none of the effective elements. (3.11.L.1)

Provides inservice training on communication disorders for peers, parents and/or students. (3.11.HE.2)

Provides developmental guidelines to general education teachers and offer to parents when appropriate. (3.11.E.2)

Provides inservice to classroom paraprofessionals. (3.11.HE.3)

Shares information on communication disorders with peers and offer information to parents and students. (3.11.E.3)

Shares information of appropriate referrals/guidelines. (3.11.E.4)

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

As well as meeting all of the effective elements, the school professional: (3.122.HE.1)

The school professional: (3.122.E.1)

The school professional meets most, but not all of the effective elements. (3.122.IN.1)

The school professional meets few or none of the effective elements. (3.122.L.1)

Earns additional hours or advanced degrees in the field. (3.122.HE.2)

Identifies needs and develops a plan for continuing education. (3.122.E.2)

or (3.122.HE.3)

Responds to Supervisor suggestions for professional growth. (3.122.E.3)

Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.) (3.122.HE.4)

Shares new information and implements new knowledge when opportunity arises. (3.122.E.4)

3.13 Completes all case conference set up responsibilities appropriately

As well as meeting all of the effective elements, the school professional: (3.13.HE.1)

The school professional: (3.13.E.1)

The school professional meets most, but not all of the effective elements. (3.13.IN.1)

The school professional meets few or none of the effective elements. (3.13.L.1)

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Provides a draft IEP that is appropriately completed prior to all meetings and ready to present. (3.13.HE.2)	Students and/or Case Conference notices are entered appropriately into the IEP system prior to conference. (3.13.E.2)	Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. (3.13.E.3)	Case conferences are set up prior to the expiration date of IEP. (3.13.E.4)
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3.14 Meaningfully participates in case conferences

As well as meeting all of the effective elements, the school professional: (3.14.HE.1)	The school professional: (3.14.E.1)	The school professional meets most, but not all of the effective elements. (3.14.IN.1)	The school professional meets few or none of the effective elements. (3.14.I.1)
Takes the lead when necessary to keep case conference on track. (3.14.HE.2)	Brings all appropriate records and documents to case conference. (3.14.E.2)		
Defuses contentious situations during the case conference. (3.14.HE.3)	Meaningfully, understandably and efficiently participates in the case conference. (3.14.E.3)		
As chair, runs the meeting efficiently while allowing opportunity for all to participate. (3.14.HE.4)	Facilitates parent participation. (3.14.E.4)		
	Assists with completing the IEP as needed. (3.14.E.5)		
	When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. (3.14.E.6)		

3.15 Develops IEPs based on individual student needs and are completed using appropriate procedures

As well as meeting all of the effective elements, the school professional: (3.15.HE.1)	The school professional's: (3.15.E.1)	The school professional meets most, but not all of the effective elements. (3.15.IN.1)	The school professional meets few or none of the effective elements. (3.15.I.1)
Volunteers to train and assist others in the use of the IEP system. (3.15.HE.2)	Goals are measurable and clearly written and based on present levels of performance. (3.15.E.2)		

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Volunteers to review and evaluate IEPs. (3.15.HE.3) Services are aligned with goals. (3.15.E.3)

Provides IEPs that stand up during due process scrutiny. (3.15.HE.4) Recommended accommodations are appropriate, and their use is clearly defined. (3.15.E.4)

Notes clearly and succinctly capture relevant discussions. (3.15.E.5)

Components of the IEP are accurately completed and the document meets the "stranger" test. (3.15.E.6)

3.16 Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)

As well as meeting all of the effective elements, the school professional's: (3.16.HE.1)

The school professional's: (3.16.E.1)

The school professional meets most, but not all of the effective elements. (3.16.IN.1)

The school professional meets few or none of the effective elements. (3.16.I.1)

Documents and testimony clearly supports the school's position and advances the due process case. (3.16.HE.2)

Documents required for due process are submitted to Supervisor within required time frame. (3.16.E.2)

Documents submitted for due process contain appropriate information. (3.16.E.3)

Testimony is factual, clear and without bias. (3.16.E.4)

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

School professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. (M)

School professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement. (DNM)

4.2 On-Time Arrival

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School professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences. *(M)*

School professional has demonstrated a pattern of unexcused late arrivals or early departures. *(DNM)*

4.3 Policies and Procedures

School professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timeliness). *(M)*

School professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timeliness). *(DNM)*

4.4 Respect

School professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner. *(M)*

School professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner. *(DNM)*

4.5 Ethical

School professional performs the function of the job in an ethical manner and maintains confidentiality at all times. *(M)*

School professional has demonstrated a pattern of performing the function of the job in an unethical manner or breaking confidentiality requirements. *(DNM)*

Argos Community Schools

Administration Evaluation

Measures

Principals and Athletic Director:

- Principal Effectiveness Rubric
- Goals (Approved)
- SWL (school wide learning measure - DOE A-F rating)

60%
30%
10%
100%

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Domain 1 : Professionalism (30.0%)

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

Highly Effective (1.1.HE)	Effective (1.1.E)	Improvement Necessary (1.1.IN)	Ineffective (1.1.I)	NA (1.1)
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1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Highly Effective (1.2.HE)	Effective (1.2.E)	Improvement Necessary (1.2.IN)	Ineffective (1.2.I)	NA (1.2)
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1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; implements and maintains all health and sport medical requirements and regulations.

Highly Effective (1.3.HE)	Effective (1.3.E)	Improvement Necessary (1.3.IN)	Ineffective (1.3.I)	NA (1.3)
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1.4 Implements prudent legal procedures. - Maintains proper records: Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.

Highly Effective (1.4.HE)	Effective (1.4.E)	Improvement Necessary (1.4.IN)	Ineffective (1.4.I)	NA (1.4)
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1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

Highly Effective (1.5.HE)	Effective (1.5.E)	Improvement Necessary (1.5.IN)	Ineffective (1.5.I)	NA (1.5)
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1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

Highly Effective (1.6.HE)	Effective (1.6.E)	Improvement Necessary (1.6.IN)	Ineffective (1.6.I)	NA (1.6)
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1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed

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~~According to legal regulations applicable to athletics.~~

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

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

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

1.9 Fulfills professional responsibilities with honesty and integrity.

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

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

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

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

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

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

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

Domain 2: Administrative Responsibilities (30.0%)

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

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

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

Highly Effective (2.2.HE)	Effective (2.2.E)	Improvement Necessary (2.2.IN)	Ineffective (2.2.I)	NA (2.2.)
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2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

Highly Effective (2.3.HE)	Effective (2.3.E)	Improvement Necessary (2.3.IN)	Ineffective (2.3.I)	NA (2.3.)
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2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

Highly Effective (2.4.HE)	Effective (2.4.E)	Improvement Necessary (2.4.IN)	Ineffective (2.4.I)	NA (2.4.)
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2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

Highly Effective (2.5.HE)	Effective (2.5.E)	Improvement Necessary (2.5.IN)	Ineffective (2.5.I)	NA (2.5.)
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2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.

Highly Effective (2.6.HE)	Effective (2.6.E)	Improvement Necessary (2.6.IN)	Ineffective (2.6.I)	NA (2.6.)
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2.7 Arranges school board approved transportation for athletic events.

Highly Effective (2.7.HE)	Effective (2.7.E)	Improvement Necessary (2.7.IN)	Ineffective (2.7.I)	NA (2.7.)
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2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.

Highly Effective (2.8.HE)	Effective (2.8.E)	Improvement Necessary (2.8.IN)	Ineffective (2.8.I)	NA (2.8.)
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2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.

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Highly Effective (2.9.HE)	Effective (2.9.E)	Improvement Necessary (2.9.IN)	Ineffective (2.9.I)	NA (2.9.)
2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.				
Highly Effective (2.10.HE)	Effective (2.10.E)	Improvement Necessary (2.10.IN)	Ineffective (2.10.I)	NA (2.10.)
2.11 Establishes procedures for the supervision and use of the training room.				
Highly Effective (2.11.HE)	Effective (2.11.E)	Improvement Necessary (2.11.IN)	Ineffective (2.11.I)	NA (2.11.)
2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.				
Highly Effective (2.12.HE)	Effective (2.12.E)	Improvement Necessary (2.12.IN)	Ineffective (2.12.I)	NA (2.12.)
2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.				
Highly Effective (2.13.HE)	Effective (2.13.E)	Improvement Necessary (2.13.IN)	Ineffective (2.13.I)	NA (2.13.)
2.14 Coordinates the organization and operation of the press boxes.				
Highly Effective (2.14.HE)	Effective (2.14.E)	Improvement Necessary (2.14.IN)	Ineffective (2.14.I)	NA (2.14.)
2.15 Attends and serves as school liaison at athletic booster club meetings.				
Highly Effective (2.15.HE)	Effective (2.15.E)	Improvement Necessary (2.15.IN)	Ineffective (2.15.I)	NA (2.15.)
2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.				
Highly Effective (2.16.HE)	Effective (2.16.E)	Improvement Necessary (2.16.IN)	Ineffective (2.16.I)	NA (2.16.)

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

Highly Effective (2.17.HE)	Effective (2.17.E)	Improvement Necessary (2.17.IN)	Ineffective (2.17.I)	NA (2.17.)
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2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.

Highly Effective (2.18.HE)	Effective (2.18.E)	Improvement Necessary (2.18.IN)	Ineffective (2.18.I)	NA (2.18.)
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2.19 Prepares and obtains signed game contracts.

Highly Effective (2.19.HE)	Effective (2.19.E)	Improvement Necessary (2.19.IN)	Ineffective (2.19.I)	NA (2.19.)
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2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

Highly Effective (2.20.HE)	Effective (2.20.E)	Improvement Necessary (2.20.IN)	Ineffective (2.20.I)	NA (2.20.)
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2.21 Completes accurate financial records.

Highly Effective (2.21.HE)	Effective (2.21.E)	Improvement Necessary (2.21.IN)	Ineffective (2.21.I)	NA (2.21.)
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2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

Highly Effective (2.22.HE)	Effective (2.22.E)	Improvement Necessary (2.22.IN)	Ineffective (2.22.I)	NA (2.22.)
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2.23 Keeps informed of the rules and regulations of the total athletic program.

Highly Effective (2.23.HE)	Effective (2.23.E)	Improvement Necessary (2.23.IN)	Ineffective (2.23.I)	NA (2.23.)
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2.24 Informs the school board about program directions, problems and achievements.

Highly Effective (2.24.HE)	Effective (2.24.E)	Improvement Necessary (2.24.IN)	Ineffective (2.24.I)	NA (2.24.)
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2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining

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responsibilities.

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

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

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

Domain 3: Sport Specific Duties (40.0%)

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

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

3.2 Examines all equipment and facilities before use.

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

3.3 Provides dressing rooms for visiting teams and game officials.

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

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

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

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

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

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

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Highly Effective (3.6.HE)	Effective (3.6.E)	Improvement Necessary (3.6.IN)	Ineffective (3.6.I)	NA (3.6.)
3.7 Informs all coaches of all conference and state rules and regulations.				
Highly Effective (3.7.HE)	Effective (3.7.E)	Improvement Necessary (3.7.IN)	Ineffective (3.7.I)	NA (3.7.)
3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.				
Highly Effective (3.8.HE)	Effective (3.8.E)	Improvement Necessary (3.8.IN)	Ineffective (3.8.I)	NA (3.8.)
3.9 Supervises and observes coaching and maintains proper rapport with coaches.				
Highly Effective (3.9.HE)	Effective (3.9.E)	Improvement Necessary (3.9.IN)	Ineffective (3.9.I)	NA (3.9.)
3.10 Provides a system of evaluation and professional growth of coaches.				
Highly Effective (3.10.HE)	Effective (3.10.E)	Improvement Necessary (3.10.IN)	Ineffective (3.10.I)	NA (3.10.)
3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.				
Highly Effective (3.11.HE)	Effective (3.11.E)	Improvement Necessary (3.11.IN)	Ineffective (3.11.I)	NA (3.11.)
3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.				
Highly Effective (3.12.HE)	Effective (3.12.E)	Improvement Necessary (3.12.IN)	Ineffective (3.12.I)	NA (3.12.)
3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.				

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Highly Effective (3.13.HE)	Effective (3.13.E)	Improvement Necessary (3.13.IN)	Ineffective (3.13.I)	NA (3.13.)
<p>3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools outside the school; 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.</p>				

Highly Effective (3.14.HE)

Effective (3.14.E)

Improvement Necessary (3.14.IN)

Ineffective (3.14.I)

NA (3.14.)

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

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

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

4.2 On-Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.M)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.DNM)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). (4.3.M)

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). (4.3.DNM)

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4.4 Respect

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

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

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Domain 1.1: Teacher Effectiveness - Human Capital Management (17.0%)

1.1.1 Hiring And Retention

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.1.HE.1)	Principal recruits, hires, and supports teachers by: (1.1.1.E.1)	Principal recruits, hires, and supports effective teachers by: (1.1.1.IN.1)	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: (1.1.1.1)
Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; (1.1.1.HE.2)	Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions (1.1.1.E.2)	Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; (1.1.1.IN.2)	Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions (1.1.1.1.2)
Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; (1.1.1.HE.3)	Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; (1.1.1.E.3)	Demonstrating ability to increase some teachers' effectiveness; (1.1.1.IN.3)	Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; (1.1.1.1.3)
Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture); (1.1.1.HE.4)	Aligning personnel decisions with the vision and mission of the school. (1.1.1.E.4)	Occasionally applying the school's vision/mission to HR decisions. (1.1.1.IN.4)	Rarely or never applying the school's vision/mission to HR decisions. (1.1.1.1.4)
1.1.2 Evaluation Of Teachers			
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.2.HE.1)	Principal prioritizes and applies teacher evaluations by: (1.1.2.E.1)	Principal prioritizes and applies teacher evaluations by: (1.1.2.IN.1)	Principal does not prioritize and apply teacher evaluations by: (1.1.2.1.1)
Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. (1.1.2.HE.2)	Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.E.2)	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.IN.2)	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.1.2)
	Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; (1.1.2.E.3)	Using teacher evaluations to partially differentiate the performance of teacher; (1.1.2.IN.3)	Rarely or never using teacher evaluation to differentiate the performance of teachers; (1.1.2.1.3)

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Following processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.E.4)	Following most processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.IN.4)	Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members. (1.1.2.I.4)
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1.1.3 Professional Development

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.3.HE.1)	Principal orchestrates professional learning opportunities by: (1.1.3.E.1)	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: (1.1.3.IN.1)	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (1.1.3.I.1)
Frequently creating learning opportunities in which highly effective teachers support their peers: (1.1.3.HE.2)	Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; (1.1.3.E.2)	Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; (1.1.3.IN.2)	Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; (1.1.3.I.2)
Monitoring the impact of implemented learning opportunities on student achievement; (1.1.3.HE.3)	Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. (1.1.3.E.3)	Providing learning opportunities with little variety of format; (1.1.3.IN.3)	Providing no variety in format of learning opportunities; (1.1.3.I.3)
Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. (1.1.3.HE.4)	Providing differentiated learning opportunities to teachers based on evaluation results. (1.1.3.E.4)	Providing differentiated learning opportunities to teachers in some measure based on evaluation results. (1.1.3.IN.4)	Failing to provide professional learning opportunities based on evaluation results. (1.1.3.I.4)

1.1.4 Leadership And Talent Development

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.4.HE.1)	Principal develops leadership and talent by: (1.1.4.E.1)	Principal develops leadership and talent by: (1.1.4.IN.1)	Principal does not develop leadership and talent by: (1.1.4.I.1)
Encouraging and supporting teacher leadership and progression on career ladders; (1.1.4.HE.2)	Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; (1.1.4.E.2)	Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; (1.1.4.IN.2)	Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; (1.1.4.I.2)
Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; (1.1.4.HE.3)	Providing formal and informal opportunities to mentor emerging leaders; (1.1.4.E.3)	Providing formal and informal opportunities to mentor some, but not all, emerging leaders (1.1.4.IN.3)	Rarely or never provides mentorship to emerging leaders; (1.1.4.I.3)
Recognizing and celebrating emerging leaders. (1.1.4.HE.4)	Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. (1.1.4.E.4)	Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. (1.1.4.IN.4)	Providing no support and encouragement of leadership and growth; (1.1.4.I.4)

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Frequently assigns responsibilities without allocating necessary authority. (1.1.4.1.5)

1.1.5 Delegation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.1.6 Strategic Assignment

? At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.6.HE.1)

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

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

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

Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses. (1.1.6.HE.2)

Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students: (1.1.6.E.2)

Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. (1.1.6.IN.2)

Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs. (1.1.6.I.2)

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

1.1.7 Addressing Teachers Who Are In Need Of Improvement Or Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.7.HE.1)

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

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

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

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Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. (1.1.7.HE.2)	Developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.E.2)	Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.I.2)
Staying in frequent communication with teachers on remediation plans to ensure necessary support; (1.1.7.HE.3)	Monitoring the success of remediation plans; (1.1.7.E.3)	Rarely or never monitoring the success of remediation plans; (1.1.7.I.3)
Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.E.4)	Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.IN.4)	Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.I.4)
At Level 4, a principal fulfills the criteria for Level 3 and additionally; (1.2.1.HE.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.E.1)	Principal does not support a school-wide instructional vision and/or mission by: (1.2.1.I.1)
Defining long, medium, and short-term application of the vision and/or mission; (1.2.1.HE.2)	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); (1.2.1.E.2)	Failing to adopt a school-wide instructional vision and/or mission; (1.2.1.I.2)
Monitoring and measuring progress toward the school's vision and/or mission; (1.2.1.HE.3)	Defining specific instructional and behavioral actions linked to the school's vision and/or mission (1.2.1.E.3)	Defining a school-wide instructional vision and/or mission that is not applied to decisions; (1.2.1.I.3)
Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. (1.2.1.HE.4)	Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. (1.2.1.E.4)	Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness. (1.2.1.I.4)
Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor. (1.2.1.HE.5)	Ensuring all key decisions are aligned to the vision and/or mission; (1.2.1.E.5)	

Domain 1.2: Teacher Effectiveness - Instructional Leadership (17.0%)

1.2.1 Mission And Vision

1.2.2 Classroom Observations

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At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.2.HE.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.E.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.IN.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.I.1)
Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority: (1.2.2.HE.2)	Visiting all teachers frequently (announced and unannounced) to observe instruction; (1.2.2.E.2)	Occasionally visiting teachers to observe instruction: (1.2.2.IN.2)	Rarely or never visiting teachers to observe instruction: (1.2.2.I.2)
Monitoring the impact of feedback provided to teachers. (1.2.2.HE.3)	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality: (1.2.2.E.3)	Occasionally analyzing student performance data to drive instruction evaluate instructional quality: (1.2.2.IN.3)	Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; (1.2.2.I.3)
	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (1.2.2.E.4)	Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. (1.2.2.IN.4)	Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. (1.2.2.I.4)
1.2.3 Teacher Collaboration			
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.3.HE.1)	Principal supports teacher collaboration by: (1.2.3.E.1)	Principal supports teacher collaboration by: (1.2.3.IN.1)	Principal does not support teacher collaboration by: (1.2.3.I.1)
Monitoring collaborative efforts to ensure a constant focus on student learning: (1.2.3.HE.2)	Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods: (1.2.3.E.2)	Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement: (1.2.3.IN.2)	Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods: (1.2.3.I.2)
Tracking best collaborative practices to solve specific challenges: (1.2.3.HE.3)	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving: (1.2.3.E.3)	Supporting and encouraging teamwork and collaboration in a limited number of ways: (1.2.3.IN.3)	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback: (1.2.3.I.3)
Holding collaborating teams accountable for their results. (1.2.3.HE.4)	Aligning teacher collaborative efforts to the school's vision/mission. (1.2.3.E.4)	Occasionally aligning teacher collaborative efforts to instructional practices. (1.2.3.IN.4)	Rarely or never aligning teacher collaborative efforts to instructional practices. (1.2.3.I.4)

Domain 1.3: Teacher Effectiveness - Leading Indicators of Student Learning (16.0%)

1.3.1 Planning And Developing Student Learning Objectives

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At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.1.HE.1)	Principal supports the planning and development of Student Learning Objectives (SLOs) by: (1.3.1.E.1)	Principal supports the creation of Student Learning Objectives (SLOs) by: (1.3.1.IN.1)	Principal does not support the creation of Student Learning Objectives by: (1.3.1.I.1)
Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; (1.3.1.HE.2)	Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; (1.3.1.E.2)	Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; (1.3.1.IN.2)	Failing to organize/provide opportunities for teacher collaboration; (1.3.1.I.2)
Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; (1.3.1.HE.3)	Collaborating with teachers to identify standards or skills to be assessed; (1.3.1.E.3)	Occasionally collaborating with teachers to identify standards or skills to be assessed; (1.3.1.IN.3)	Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; (1.3.1.I.3)
Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; (1.3.1.HE.4)	Collaborating with teachers to develop/select assessments to evaluate overall student progress, utilizing assessments that accurately and reliably measure student learning; (1.3.1.E.4)	Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; (1.3.1.IN.4)	Not meeting with teachers throughout the year to look at progress towards goals. (1.3.1.I.5)
Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; (1.3.1.HE.5)	Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. (1.3.1.E.5)	Working with teachers only occasionally throughout the year to measure progress towards goals; (1.3.1.IN.5)	
Revisiting the use and design of teacher and school-wide tracking tools; (1.3.1.HE.6)	Utilizing a tracking tool to monitor school-wide progress on SLOs; (1.3.1.E.6)	Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. (1.3.1.IN.6)	
	Ensuring teachers utilize a tracking tool to show student progress towards SLOs. (1.3.1.E.7)		
1.3.2 Rigorous Student Learning Objectives			
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.2.HE.1)	Principal creates rigor in SLOs by: (1.3.2.E.1)	Principal creates rigor in SLOs by: (1.3.2.IN.1)	Principal creates rigor in SLOs by: (1.3.2.I.1)
Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; (1.3.2.HE.2)	Ensuring teachers' SLOs define desired outcomes; (1.3.2.E.2)	Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; (1.3.2.IN.2)	Allowing for outcomes to be benchmarked to less than typical growth; (1.3.2.I.2)
Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. (1.3.2.HE.3)	Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; (1.3.2.E.3)	Assessing baseline data that may not be effectively used to assess students' starting points; (1.3.2.IN.3)	Failing to assess baseline knowledge of students; (1.3.2.I.3)

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Ensuring assessments used correspond to the appropriate state content standards. (1.3.2.E.4)

Selecting and allowing for assessments that may not be appropriately aligned to state content standards. (1.3.2.N.4)

Failing to select assessments that are appropriately aligned to content standards. (1.3.2.I.4)

Ensuring an analysis of previous year's student performance is included in the development of SLOs: (1.3.2.E.5)

Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. (1.3.2.E.6)

1.3.3 Instructional Time

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.3.HE.1)

Principal supports instructional time by: (1.3.3.E.1)

? ? Principal supports instructional time by: (1.3.3.N.1)

? ? ? Principal does not support instructional time by: (1.3.3.I.1)

Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. (1.3.3.HE.2)

Removing all sources of distractions of instructional time: (1.3.3.E.2)

Removing major sources of distractions of instructional time: (1.3.3.N.2)

Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc: (1.3.3.I.2)

Promoting the sanctity of instructional time: (1.3.3.E.3)

Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc: (1.3.3.N.3)

Rarely or never promoting the sanctity of instructional time: (1.3.3.I.3)

Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. (1.3.3.E.4)

Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. (1.3.3.N.4)

Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. (1.3.3.I.4)

Domain 2.1: Leadership Actions - Personal Behavior (17.0%)

2.1.1 Professionalism

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.1.HE.1)

Principal displays professionalism by: (2.1.1.E.1)

Principal supports professionalism by: (2.1.1.N.1)

Principal does not support professionalism by: (2.1.1.I.1)

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Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; (2.1.1.HE.2)	Modeling professional, ethical, and respectful behavior at all times; (2.1.1.E.2)	Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; (2.1.1.IN.2)	Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; (2.1.1.I.2)
Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times (2.1.1.HE.3)	Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.E.3)	Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.IN.3)	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.I.3)

2.1.2 Time Management

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

2.1.3 Using Feedback To Improve Student Performance

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

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2.1.4 Initiative And Persistence

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.4.HE.1)	Principal displays initiative and persistence by: (2.1.4.E.1)	Principal displays initiative and persistence by: (2.1.4.IN.1)	Principal does not display initiative and persistence by: (2.1.4.I.1)
Exceeding typical expectations to accomplish ambitious goals: (2.1.4.HE.2)	Consistently achieving expected goals: (2.1.4.E.2)	Achieving most, but not all expected goals: (2.1.4.IN.2)	Rarely or never achieving expected goals: (2.1.4.I.2)
Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement: (2.1.4.HE.3)	Taking on voluntary responsibilities that contribute to school success: (2.1.4.E.3)	Occasionally taking on additional, voluntary responsibilities that contribute to school success: (2.1.4.IN.3)	Rarely or never taking on additional, voluntary responsibilities that contribute to school success: (2.1.4.I.3)
Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement: (2.1.4.HE.4)	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement: (2.1.4.E.4)	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement: (2.1.4.IN.4)	Rarely or never taking risks to support students in achieving results: (2.1.4.I.4)
	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement: (2.1.4.E.5)	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement: (2.1.4.IN.5)	Never seeking out potential partnerships: (2.1.4.I.5)
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.1.HE.1)	Principal creates an organizational culture of urgency by: (2.2.1.E.1)	Principal creates an organizational culture of urgency by: (2.2.1.IN.1)	Principal does not create an organizational culture of urgency by: (2.2.1.I.1)
Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement: (2.2.1.HE.2)	Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations: (2.2.1.E.2)	Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders: (2.2.1.IN.2)	Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations: (2.2.1.I.2)
	Leading a relentless pursuit of these expectations: (2.2.1.E.3)	Occasionally leading a pursuit of these expectations: (2.2.1.IN.3)	Failing to identify the efforts of students and teachers, thus unable to align these efforts: (2.2.1.I.3)

2.2.2 Communication

Domain 2.2: Leadership Actions - Building Relationships (17.0%)

2.2.1 Culture Of Urgency

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At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.2.HE.1)	Principal skillfully and clearly communicates by: (2.2.2.E.1)	Principal skillfully and clearly communicates by: (2.2.2.IN.1)	Principal does not skillfully and clearly communicate by: (2.2.2.I.1)
To the extent possible, messaging key concepts in real time; (2.2.2.HE.2)	Messaging key concepts, such as the school's goals, needs, plans, success, and failures; (2.2.2.E.2)	Messaging most, but not all, key concepts; (2.2.2.IN.2)	Rarely or never messaging key concepts; (2.2.2.I.2)
Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; (2.2.2.HE.3)	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; (2.2.2.E.3)	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; (2.2.2.IN.3)	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; (2.2.2.I.3)
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. (2.2.2.HE.4)	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. (2.2.2.E.4)	Utilizing a limited number of means and approaches to communication. (2.2.2.IN.4)	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. (2.2.2.I.4)
2.2.3 Forging Consensus For Change And Improvement			
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.3.HE.1)	Principal creates a consensus for change and improvement by: (2.2.3.E.1)	Principal creates a consensus for change and improvement by: (2.2.3.IN.1)	Principal does not create a consensus for change and improvement by: (2.2.3.I.1)
Guides others through change and addresses resistance to that change; (2.2.3.HE.2)	Using effective strategies to work toward a consensus for change and improvement; (2.2.3.E.2)	Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; (2.2.3.IN.2)	Failing to identify areas in which agreement and/or consensus is necessary; (2.2.3.I.2)
Monitors the success of strategies and revises based on strengths and weaknesses; (2.2.3.HE.3)	Systematically managing and monitoring change processes; (2.2.3.E.3)	Managing change and improvement processes without building systems and allies necessary to support the process; (2.2.3.IN.3)	Rarely or never managing or developing a process for change and/or improvement; (2.2.3.I.3)
Creates cultural changes that reflect and support building a consensus for change. (2.2.3.HE.4)	Securing cooperation from key stakeholders in planning and implementing change and driving improvement. (2.2.3.E.4)	Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. (2.2.3.IN.4)	Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. (2.2.3.I.4)
Domain 2.3: Leadership Actions - Culture of Achievement (16.0%)			
2.3.1 High Expectations			
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.1.HE.1)	Principal creates and supports high academic and behavior expectations by: (2.3.1.E.1)	Principal creates and supports high academic and behavioral expectations by: (2.3.1.IN.1)	Principal does not create or support high academic and behavior expectations by: (2.3.1.I.1)

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<p>Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; (2.3.1.HE.2)</p>	<p>Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; (2.3.1.E.2)</p>	<p>Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; (2.3.1.IN.2)</p>	<p>Accepting poor academic performance and/or student behavior; (2.3.1.1.2)</p>
<p>Benchmarking expectations to the performance of the state's highest performing schools; (2.3.1.HE.3)</p>	<p>Empowering students to set high and demanding expectations for themselves; (2.3.1.E.3)</p>	<p>Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. (2.3.1.IN.3)</p>	<p>Failing to set high expectations or sets unrealistic or unattainable goals (2.3.1.1.3)</p>
<p>Creating systems and approaches to monitor the level of academic and behavior expectations; (2.3.1.HE.4)</p>	<p>Ensuring that students are consistently learning, respectful, and on task; (2.3.1.E.4)</p>		
<p>Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. (2.3.1.HE.5)</p>	<p>Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; (2.3.1.E.5)</p>		
	<p>Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. (2.3.1.E.6)</p>		
<h2>2.3.2 Academic Rigor</h2>			
<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally; (2.3.2.HE.1)</p>	<p>Principal establishes academic rigor by: (2.3.2.E.1)</p>	<p>Principal establishes academic rigor by: (2.3.2.IN.1)</p>	<p>Principal has not established academic rigor by: (2.3.2.1.1)</p>
<p>Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. (2.3.2.HE.2)</p>	<p>Creating ambitious academic goals and priorities that are accepted as fixed and immovable. (2.3.2.E.2)</p>	<p>Creating academic goals that are nearing the rigor required to meet the school's academic goals; (2.3.2.IN.2)</p>	<p>Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; (2.3.2.1.2)</p>
		<p>Creating academic goals but occasionally deviates from these goals in the face of adversity. (2.3.2.IN.3)</p>	<p>Consistently sets and abandons ambitious academic goals. (2.3.2.1.3)</p>
<h2>2.3.3 Data Usage In Teams</h2>			
<p>?At Level 4, a principal fulfills the criteria for Level 3 and additionally; (2.3.3.HE.1)</p>	<p>Principal utilizes data by: (2.3.3.E.1)</p>	<p>Principal utilizes data by: (2.3.3.IN.1)</p>	<p>Principal does not utilize data by: (2.3.3.1.1)</p>

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Data used as basis of decision making is transparent and communicated to all stakeholders; (2.3.3.HE.2)	Orchestrating frequent and timely team collaboration for data analysis; (2.3.3.E.2)	Occasionally supporting and/or orchestrating team collaboration for data analysis; (2.3.3.IN.2)	Rarely or never organizing efforts to analyze data; (2.3.3.I.2)
Monitoring the use of data in formulating action plans to identify areas where additional data is needed. (2.3.3.HE.3)	Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (2.3.3.E.3)	Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. (2.3.3.IN.3)	Rarely or never applying data analysis to develop action plans. (2.3.3.I.3)

Indiana Superintendent Effectiveness Rubric

Classification: Superintendent

Edit Instrument - Create/Edit Strands

Domain 1: Human Resource Manager 5 items - Weight: 25.0

Domain 2: Instructional Leadership 3 items - Weight: 25.0

Domain 3: Personal Behavior 2 items - Weight: 25.0

Domain 4: Building Relationships 6 items - Weight: 25.0

Domain 5: Culture of Achievement 4 items - Weight: 25.0

Domain 6: Organizational, Operational, and Resource Management 5 items - Weight: 25.0

1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders

Highly Effective

[1 - 206] - The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation (1.1.HE.1) []

[1 - 206] - The superintendent consistently considers school or corporation goals when making personnel decisions (1.1.HE.2) []

Effective

[1 - 206] The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader (1.1.E.1) []

[1 - 206] The superintendent routinely considers school or corporation goals when making personnel decisions (1.1.E.2) []

Improvement Necessary

[1 - 206] The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader (1.1.IN.1) []

[1 - 206] The superintendent occasionally considers school or corporation goals when making personnel decisions (1.1.IN.2) []

Ineffective

[1 - 206] The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader (1.1.I.1) []

[1 - 206] The superintendent does not consider school or corporation goals when making personnel decisions (1.1.I.2) []

1.2 The superintendent creates a professional development system for school leaders based on strengths and needs

Highly Effective

[1 - 206] - The superintendent has in place a system of professional development that is based on individual administrator needs (1.2.HE.1) []

[1 - 206] - The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators (1.2.HE.2) []

Effective

[1 - 206] Some effort has been made to provide professional development to meet the needs of individual administrators (1.2.E.1) []

Improvement Necessary

[1 - 206] The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc. (1.2.IN.1) []

Ineffective

[1 - 206] Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs (1.2.I.1) []

1.3 The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities

Highly Effective

Effective

Improvement Necessary

Ineffective

[1 - 206] - The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities (1.3.HE.1) []

[1 - 206] The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role (1.3.E.1) []

[1 - 206] The superintendent has provided some training to an emerging school leader (1.3.IN.1) []

[1 - 206] There is no evidence of effort to develop any leadership skills in others (1.3.I.1) []

[1 - 206] - Administrators throughout the corporation refer to the superintendent as a mentor (1.3.HE.2) []

1.4 The superintendent provides evidence of delegation and trust in subordinate leaders

Highly Effective

[1 - 206] - Employees throughout the corporation are empowered to do their jobs (1.4.HE.1) []

[1 - 206] - 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 (1.4.HE.2) []

[1 - 206] - The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership (1.4.HE.3) []

Effective

[1 - 206] There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation (1.4.E.1) []

[1 - 206] Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization (1.4.E.2) []

Improvement Necessary

[1 - 206] The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others (1.4.IN.1) []

Ineffective

[1 - 206] The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment (1.4.I.1) []

1.5 The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance

Highly Effective

[1 - 206] - The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis (1.5.HE.1) []

[1 - 206] - The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition (1.5.HE.2) []

[1 - 206] - The superintendent balances individual recognition with team and corporation-wide recognition (1.5.HE.3) []

[1 - 206] - Informal and formal positive feedback is linked to corporation goals (1.5.HE.4) []

Effective

[1 - 206] The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance (1.5.E.1) []

Improvement Necessary

[1 - 206] The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided (1.5.IN.1) []

Ineffective

[1 - 206] The superintendent provides no informal or formal feedback to the administrative team (1.5.I.1) []

2.1 The superintendent demonstrates the use of student achievement data to make instructional leadership decisions

Highly Effective

[1 - 206] - The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis (2.1.HE.1) []

[1 - 206] - The superintendent has coached school administrators to improve their data analysis skills (2.1.HE.2) []

Effective

[1 - 206] The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis (2.1.E.1) []

[1 - 206] The superintendent systematically examines data to find strengths and weaknesses (2.1.E.2) []

[1 - 206] The superintendent empowers teaching and administrative staff to determine priorities from data (2.1.E.3) []

[1 - 206] Data analysis is regularly the subject of faculty meetings and professional development sessions (2.1.E.4) []

Improvement Necessary

[1 - 206] The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data (2.1.IN.1) []

Ineffective

[1 - 206] The superintendent does not utilize data to make decisions (2.1.I.1) []

2.2 The superintendent demonstrates evidence of student improvement through student achievement results

Highly Effective

[1 - 206] - A consistent record of improved student achievement exists on multiple indicators of student success (2.2.HE.1) []

[1 - 206] - Student success occurs not only on the overall averages, but in each sub group (2.2.HE.2) []

[1 - 206] - Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level (2.2.HE.3) []

Effective

[1 - 206] The superintendent reaches the targeted performance goals for student achievement (2.2.E.1) []

[1 - 206] The average of the student population improves, as does the achievement of each sub group of students (2.2.E.2) []

Improvement Necessary

[1 - 206] Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals (2.2.IN.1) []

Ineffective

[1 - 206] The superintendent takes no responsibility for the data outcomes (2.2.I.1) []

[1 - 206] The superintendent does not believe that student achievement can improve (2.2.I.2) []

[1 - 206] The superintendent has not taken decisive action to improve student achievement (2.2.I.3) []

2.3 The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement

Highly Effective

[1 - 206] - The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement (2.3.HE) []

Effective

[1 - 206] The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement (2.3.E) []

Improvement Necessary

[1 - 206] The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement (2.3.IN) []

Ineffective

[1 - 206] The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation (2.3.I) []

3.1 The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others

Highly Effective

[1 - 206] - The superintendent is an exemplary model of appropriate professional behavior and expects like treatment (3.1.HE) []

Effective

[1 - 206] On a regular basis the superintendent displays appropriate professional behavior (3.1.E) []

Improvement Necessary

[1 - 206] Occasionally the superintendent has not displayed appropriate professional behavior (3.1.IN) []

Ineffective

[1 - 206] The superintendent does not display appropriate professional behavior (3.1.I) []

3.2 The superintendent organizes time and prioritizes tasks for effective leadership

Highly Effective

[1 - 206] - The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation (3.2.HE.1) []

[1 - 206] - The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made (3.2.HE.2) []

Effective

[1 - 206] The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels (3.2.E.1) []

[1 - 206] Most tasks are managed and completed by the superintendent on a timely basis (3.2.E.2) []

Improvement Necessary

[1 - 206] Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time (3.2.IN.1) []

Ineffective

[1 - 206] Tasks are managed in a haphazard fashion (3.2.I.1) []

[1 - 206] There is little or no evidence of established or achieved milestones or deadlines (3.2.I.2) []

4.1 The superintendent actively engages in communication with parents and community

Highly Effective

[1 - 206] - There is clear evidence of communication with parents and the community (4.1.HE.1) []

[1 - 206] - Survey data is utilized to measure parents and community members viewpoints of educational objectives (4.1.HE.2) []

[1 - 206] - The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation (4.1.HE.3) []

[1 - 206] - The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation (4.1.HE.4) []

Effective

[1 - 206] There is some evidence of communication with parents and the community (4.1.E.1) []

[1 - 206] The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships (4.1.E.3) []

[1 - 206] The superintendent assumes leadership roles in community organizations (4.1.E.4) []

Improvement Necessary

[1 - 206] School/community communications are not initiated by the superintendent (4.1.IN.1) []

[1 - 206] The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships (4.1.IN.3) []

[1 - 206] The superintendent occasionally participates in community organizations but does not become actively involved (4.1.IN.4) []

Ineffective

[1 - 206] The superintendent does not identify groups and potential partners within the community (4.1.I.1) []

[1 - 206] The superintendent fails to ensure that parent and community activities are conducted (4.1.I.3) []

[1 - 206] The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation (4.1.I.4) []

4.2 The superintendent forges consensus for change and improvement throughout the school corporation

Highly Effective

[1 - 206] - The superintendent uses effective strategies to achieve a consensus for change and improvement (4.2.HE.1) []

[1 - 206] - The superintendent guides others through change and addresses resistance to that change (4.2.HE.2) []

[1 - 206] - The superintendent systemically monitors, implements and sustains the strategies for change (4.2.HE.3) []

Effective

[1 - 206] The superintendent uses effective strategies to work toward a consensus for change and improvement (4.2.E.1) []

[1 - 206] The superintendent directs change and improvement processes securing the allies necessary to support the change effort (4.2.E.2) []

[1 - 206] The superintendent monitors, implements and sustains the strategies for change (4.2.E.3) []

Improvement Necessary

[1 - 206] The superintendent occasionally identifies areas where consensus is necessary (4.2.IN.1) []

[1 - 206] Areas of change that are identified as needing consensus has yet to implement a process for change and improvement (4.2.IN.2) []

[1 - 206] Strategies for change are not implemented and unsuccessful in securing cooperation (4.2.IN.3) []

Ineffective

[1 - 206] The superintendent fails to forge consensus for change (4.2.I.1) []

[1 - 206] Fails to identify areas in which agreement and/or consensus is necessary (4.2.I.2) []

[1 - 206] Rarely or never develops a process for change and/or improvement (4.2.I.3) []

[1 - 206] Rarely or never seeks feedback or secures cooperation (4.2.I.4) []

4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues

Highly Effective

[1 - 206] - The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community (4.3.HE.1) []

[1 - 206] - The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy (4.3.HE.2) []

Effective

[1 - 206] The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner (4.3.E.1) []

[1 - 206] The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy (4.3.E.2) []

Improvement Necessary

[1 - 206] The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success (4.3.IN.1) []

Ineffective

[1 - 206] The superintendent fails to resolve conflicts or forge consensus within the school community (4.3.I.1) []

4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation

Highly Effective

[1 - 206] - The superintendent communicates with all school members routinely, using a variety of methods (4.4.HE) []

Effective

[1 - 206] The superintendent communicates with all school board members periodically (4.4.E) []

Improvement Necessary

[1 - 206] The superintendent communicates with selected school board members only on an emergency basis (4.4.IN) []

Ineffective

[1 - 206] The superintendent has minimal communication with the school board outside of meetings (4.4.I) []

4.5 The superintendent encourages open communication and dialogue with school board members

Highly Effective

[1 - 206] - *The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged*

[1 - 206] - The superintendent engages in open discussion with the school board on a consistent basis (4.5.HE.2) []

Effective

[1 - 206] The superintendent seeks input and feedback from all school board members on a frequent basis (4.5.E.1) []

Improvement Necessary

[1 - 206] The superintendent seeks input and feedback from only a few school board members (4.5.IN.1) []

Ineffective

[1 - 206] The superintendent rarely seeks input from the school board and makes decisions unilaterally (4.5.I.1) []

4.6 The superintendent provides the school board with a written agenda and background material before each board meeting

Highly Effective

[1 - 206] - The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals (4.6.HE.1) []

[1 - 206] - Complete and thorough background material is provided so that the board can make an informed decision (4.6.HE.2) []

Effective

[1 - 206] The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals (4.6.E.1) []

[1 - 206] Adequate background material is provided to allow the board to make an informed decision (4.6.E.2) []

Improvement Necessary

[1 - 206] The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals (4.6.IN.1) []

[1 - 206] Limited background material is provided (4.6.IN.2) []

Ineffective

[1 - 206] The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material (4.6.I.1) []

5.1 The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student

Highly Effective

[1 - 206] - The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance (5.1.HE.1) []

[1 - 206] - Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and

Effective

[1 - 206] The superintendent guides the administrative team in an annual analysis of school and corporation performance (5.1.E.1) []

[1 - 206] Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and

Improvement Necessary

[1 - 206] The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance (5.1.IN.1) []

[1 - 206] Limited data sources are used to develop goals which are not focused or measurable (5.1.IN.2) []

Ineffective

[1 - 206] The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance (5.1.I.1) []

[1 - 206] No data sources are used to develop goals (5.1.I.2) []

Hide/show

a collaborative process is used to develop focused and results-oriented goals (5.1.HE.2) []

a collaborative process is used to develop measurable goals (5.1.E.2) []

[1 - 206] - 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 (5.1.HE.3) []

[1 - 206] General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data (5.1.E.3) []

[1 - 206] Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data (5.1.IN.3) []

[1 - 206] The superintendent does not establish expectations or provide the necessary support for the disaggregation of data (5.1.I.3) []

5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement

Highly Effective

Effective

Improvement Necessary

Ineffective

[1 - 206] - 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 (5.2.HE.1) []

[1 - 206] The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs (5.2.E.1) []

[1 - 206] The superintendent has occasionally made some reference to academic goals and school improvement priorities (5.2.IN.1) []

[1 - 206] The superintendent has no goals and no school improvement priorities established for the corporation (5.2.I.1) []

[1 - 206] - The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board (5.2.HE.2) []

[1 - 206] There are some goals established but none that were approved by the board (5.2.IN.2) []

[1 - 206] - These rigorous academic goals are shared throughout the school community through multiple communication systems (5.2.HE.3) []

[1 - 206] Approved goals by the board are shared and available for the entire community (5.2.E.3) []

5.3 The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems

Highly Effective

Effective

Improvement Necessary

Ineffective

[1 - 206] - The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs (5.3.HE) []

[1 - 206] 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 (5.3.E) []

[1 - 206] The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students (5.3.IN) []

[1 - 206] The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students (5.3.I) []

5.4 The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning

Highly Effective

Effective

Improvement Necessary

Ineffective

[1 - 206] - The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home (5.4.HE) []

[1 - 206] The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home (5.4.E) []

[1 - 206] The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home (5.4.IN) []

[1 - 206] The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home (5.4.I) []

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

Highly Effective

Effective

Improvement Necessary

Ineffective

[1 - 206] - Decisions that are made are neither by consensus nor by leadership

[1 - 206] Most decisions that are made are neither by consensus nor by

[1 - 206] A few decisions that are made are neither by consensus nor by

[1 - 206] Data is rarely used for decisions (6.1.I.1) []

hide/show

mandate, but are consistently based on the data (6.1.HE.1) []	leadership mandate, but are consistently based on the data (6.1.E.1) []	leadership mandate, but are consistently based on the data (6.1.IN.1) []	
[1 - 206] - Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions (6.1.HE.2) []	[1 - 206] Data, from various sources are referenced in all decisions (6.1.E.2) []	[1 - 206] Data, from limited sources are referenced in some decisions (6.1.IN.2) []	[1 - 206] Most decisions are made based on personal viewpoints or what is popular at the time (6.1.I.2) []
[1 - 206] - Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced (6.1.HE.3) []	[1 - 206] Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced (6.1.E.3) []	[1 - 206] Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced (6.1.IN.3) []	

6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
[1 - 206] - The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives (6.2.HE.1) []	[1 - 206] The superintendent consistently utilizes technology within his/her daily responsibilities (6.2.E.1) []	[1 - 206] The superintendent occasionally utilizes technology within his/her daily responsibilities (6.2.IN.1) []	[1 - 206] The superintendent has limited use of technology within his/her daily responsibilities (6.2.I.1) []
[1 - 206] - The superintendent serves as a model for technology implementation (6.2.HE.2) []	[1 - 206] The superintendent demonstrates effort toward serving as a model for technology implementation (6.2.E.2) []	[1 - 206] There is little or no evidence of the superintendent taking a personal initiative to learn new technology (6.2.IN.2) []	[1 - 206] The superintendent does not serve as a model for technology implementation (6.2.I.2) []

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)

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
[1 - 206] - The superintendent ensures there are updated procedures in place to address the safety of students and staff (6.3.HE.1) []	[1 - 206] The superintendent ensures there are procedures in place to address the safety of students and staff (6.3.E.1) []	[1 - 206] The superintendent has minimal procedures in place to address the safety of students and staff (6.3.IN.1) []	[1 - 206] The superintendent has no procedures in place to address the safety of students and staff (6.3.I.1) []
[1 - 206] - 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 (6.3.HE.2) []	[1 - 206] The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services (6.3.E.2) []	[1 - 206] The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services (6.3.IN.2) []	[1 - 206] The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services (6.3.I.2) []
[1 - 206] - Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies (6.3.HE.3) []	[1 - 206] Periodic reviews of these procedures are in place (6.3.E.3) []	[1 - 206] There are occasional, unscheduled reviews of these procedures (6.3.IN.3) []	

6.4 The superintendent provides responsible fiscal stewardship

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
[1 - 206] - The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities (6.4.HE.1) []	[1 - 206] The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities (6.4.E.1) []	[1 - 206] The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities (6.4.IN.1) []	[1 - 206] The superintendent does not demonstrate sound, fiscal stewardship (6.4.I.1) []
[1 - 206] - Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities (6.4.HE.2) []	[1 - 206] Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities (6.4.E.2) []	[1 - 206] Minimal data is produced to support reallocated resources (6.4.IN.2) []	

[1 - 206] - The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources (6.4.HE.3) []

6.5 The superintendent demonstrates compliance with legal requirements

Highly Effective

[1 - 206] - The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements (6.5.HE) []

Effective

[1 - 206] The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements (6.5.E) []

Improvement Necessary

[1 - 206] The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements (6.5.IN) []

Ineffective

[1 - 206] The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements (6.5.I) []

