

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Domain 1: Core Teacher Effectiveness

1.1 Evaluation of teachers

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (1.1.HE.1)

Assistant principal prioritizes and applies teacher evaluations by: (1.1.E.1)

Assistant principal prioritizes and applies teacher evaluations by: (1.1.IN.1)

Assistant principal does not prioritize and apply teacher evaluations by: (1.1.I.1)

Demonstrating the ability to increase the majority of teachers' effectiveness (1.1.HE.2)

Demonstrating ability to increase most teachers' effectiveness (1.1.E.2)

Demonstrating ability to increase some teachers' effectiveness (1.1.IN.2)

Rarely or never demonstrating the ability to increase teachers' effectiveness (1.1.I.2)

Frequently communicating with teachers on remediation plans to ensure necessary support and to monitor effectiveness (1.1.HE.3)

Developing and monitoring remediation plans (1.1.E.3)

Creating the necessary time and/or resources to accurately evaluate teachers, as assigned by the principal (1.1.E.4)

Creating insufficient time and/or resources to accurately evaluate assigned teachers (1.1.IN.4)

Failing to create the necessary time and/or resources to accurately evaluate assigned teachers (1.1.I.4)

Using teacher evaluations to credibly differentiate the performance of teachers (1.1.E.5)

Using teacher evaluations to partially differentiate the performance of teachers (1.1.IN.5)

Rarely or never using teacher evaluation to differentiate the performance of teachers (1.1.I.5)

Following processes and procedures outlined in the corporation evaluation plan for all staff members, including counseling out or recommending for dismissal ineffective teachers (1.1.E.6)

Following most processes and procedures outlined in the corporation evaluation plan for all staff members (1.1.IN.6)

Failing to follow, in a substantial number of instances, the processes and procedures outlined in the corporation evaluation plan for staff members (1.1.I.6)

1.2 Classroom observations

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (1.2.HE.1)

Assistant principal uses classroom observations to support student academic achievement by: (1.2.E.1)

Assistant principal uses classroom observations to support student academic achievement by: (1.2.IN.1)

Assistant principal does not use classroom observations to support student academic achievement by: (1.2.I.1)

Allocating time to conduct additional observations and provide actionable feedback to teachers rated or as improvement necessary or ineffective (1.2.HE.2)

Using observations and student performance data to provide prompt, actionable feedback to teachers aimed at improving student outcomes (1.2.E.2)

Providing inconsistent or ineffective feedback to teachers and/or feedback that is not aimed at improving student outcomes (1.2.IN.2)

Rarely or never providing feedback to teachers that will help them improve student outcomes (1.2.I.2)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Monitoring the impact of feedback provided to teachers (1.2.HE.3)

Recommending appropriate professional development experiences for teachers that fail to respond to evaluator feedback (1.2.HE.4)

Visiting all teachers frequently (announced and unannounced) to observe instruction (1.2.E.5)

Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (1.2.E.6)

Occasionally visiting teachers to observe instruction (1.2.IN.5)

Occasionally analyzing student performance data to drive instruction and evaluate instructional quality (1.2.IN.6)

Rarely or never visiting teachers to observe instruction (1.2.I.5)

Rarely or never analyzing student performance data in meaningful ways (1.2.I.6)

1.3 Student Learning Objectives

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (1.3.HE.1)

Assistant principal creates rigor in Student Learning Objectives (SLOs) by: (1.3.E.1)

Assistant principal creates rigor in Student Learning Objectives (SLOs) by: (1.3.IN.1)

Assistant principal does not create rigor in Student Learning Objectives (SLOs) by: (1.3.I.1)

Utilizing rigorous SLOs to define and lead the school's culture and sense of urgency (1.3.HE.2)

Systematically working with teachers to monitor and revisit SLOs throughout the year as necessary (1.3.E.2)

Occasionally working with teachers to track and measure progress towards SLOs throughout the year (1.3.IN.2)

Rarely or never meeting with teachers throughout the year to look at progress towards goals (1.3.I.2)

Establishing a culture of reviewing data and progress towards SLOs (1.3.HE.3)

Helping teachers assess baseline student data to drive the development of SLOs that are ambitious, but achievable (1.3.E.3)

Allowing teachers to set lower expectations for the growth of some students as is reflected in SLOs (1.3.IN.3)

Failing to meet with teachers to look at baseline data, select assessments, and set SLOs (1.3.I.3)

Collaborating with teachers to develop or select assessments that align to content standards and reliably measure student learning (1.3.E.4)

Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments (1.3.IN.4)

Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth (1.3.E.5)

Allowing for outcomes to be benchmarked to less than typical growth (1.3.I.5)

1.4 High expectations

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (1.4.HE.1)

Assistant principal creates and supports high academic and behavior expectations by: (1.4.E.1)

Assistant principal creates and supports high academic and behavior expectations by: (1.4.IN.1)

Assistant principal does not create or support high academic and behavior expectations by: (1.4.I.1)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations (1.4.HE.2)	Empowering teachers and staff to set consistent, high and demanding academic and behavior expectations for every student (1.4.E.2)	Setting clear expectations for student academic performance and behavior but occasionally failing to hold students to these expectations (1.4.IN.2)	Failing to set high expectations or sets unrealistic or unattainable goals. (1.4.I.2)
Benchmarking expectations to the performance of the state's highest performing schools (1.4.HE.3)			
Creating systems to monitor adherence to academic and behavior expectations (1.4.HE.4)			
Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals (1.4.HE.5)	Empowering students to set high and demanding expectations for themselves (1.4.E.5)	Setting expectations but failing to empower students and/or teachers to set high academic and behavior expectations (1.4.IN.5)	Accepting poor academic performance and/or student behavior (1.4.I.5)
	Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs (1.4.E.6)		

Domain 2: Core Leadership Actions

2.1 Professionalism

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (2.1.HE.1)	Assistant principal supports professionalism by: (2.1.E.1)	Assistant principal supports professionalism by: (2.1.IN.1)	Assistant principal does not support professionalism by: (2.1.I.1)
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community (2.1.HE.2)	Modeling professional, ethical, and respectful behavior at all times (2.1.E.2)	Acting in accordance with professional expectations (2.1.IN.2)	Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations (2.1.I.2)
Creates systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times (2.1.HE.3)	Expecting students and colleagues to display professional, ethical, and respectful behavior at all times (2.1.E.3)	Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations (2.1.IN.3)	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations (2.1.I.3)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



2.2 Communication and feedback

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:
(2.2.HE.1)

Assistant principal skillfully and clearly communicates and responds to feedback by:
(2.2.E.1)

Assistant principal skillfully and clearly communicates and responds to feedback by:
(2.2.IN.1)

Assistant principal does not skillfully and clearly communicate or respond to feedback by: (2.2.I.1)

Messaging key concepts in real time, as much as possible (2.2.HE.2)

Messaging key concepts, such as the school's goals, needs, plans, success, and failures (2.2.E.2)

Messaging most, but not all, key concepts (2.2.IN.2)

Rarely or never messaging key concepts (2.2.I.2)

Tracking the impact of interactions with stakeholders, revising approaches and expanding scope of communications when appropriate (2.2.HE.3)

Interacting with and seeking feedback from a variety of stakeholder groups to inform decision-making (2.2.E.3)

Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations (2.2.IN.3)

Interacting with a limited number of stakeholders and failing to reach several key groups and organizations (2.2.I.3)

Establishing feedback loops in which those who provide feedback are kept informed of actions taken based on that feedback (2.2.HE.4)

Occasionally acting upon feedback to shape strategic priorities aligned to student achievement (2.2.IN.4)

Rarely or never applying feedback to shape priorities (2.2.I.4)

Utilizing a variety of communication approaches including face-to-face conversations, newsletters, websites, etc. (2.2.E.5)

Utilizing a limited number of communication approaches (2.2.IN.5)

Not effectively utilizing a variety of communication approaches (2.2.I.5)

2.3 Key supports for principal in maintaining a smoothly functioning school

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:
(2.3.HE.1)

Assistant principal assists in maintaining a working/functioning school by: (2.3.E.1)

Assistant principal assists in maintaining a working/functioning school by: (2.3.IN.1)

Assistant principal does not assist in maintaining a working/functioning school by: (2.3.I.1)

Offers significant value-add of specific knowledge/expertise or other "presence" when accompanying or acting in the stead of the principal (2.3.HE.2)

Acts skillfully "in the stead" of the principal while at events and when needed to be "presidential" (2.3.E.2)

Stands in the stead of the principal, though a mission understanding gap is evident (2.3.IN.2)

Rarely or never acts skillfully "in the stead" of the principal while at events and when needed (2.3.I.2)

Pulls the full load of essential supervisions and "supports" to facilitate smooth operation (2.3.E.3)

Does some but not all of expected essential supervisions and "supports" for operation (2.3.IN.3)

Rarely or never pulls full load of essential supervisions and "supports" to operation (2.3.I.3)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



2.4 Initiative and persistence

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (2.4.HE.1)

Assistant principal manages time effectively by: (2.4.E.1)

Assistant principal manages time effectively by: (2.4.IN.1)

Assistant principal does not manage time effectively by: (2.4.I.1)

Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives (2.4.HE.2)

Establishing yearly, monthly, weekly, and daily priorities and objectives (2.4.E.2)

Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives (2.4.IN.2)

Rarely or never establishing timely objectives or priorities (2.4.I.2)

Monitoring use of time to identify areas that are not effectively utilized (2.4.HE.3)

Identifying and consistently prioritizing activities with the highest-leverage on student achievement (2.4.E.3)

Occasionally prioritizes activities unrelated to student achievement (2.4.IN.3)

Regularly prioritizing activities unrelated to student achievement (2.4.I.3)

Exceeding typical expectations to accomplish ambitious goals (2.4.HE.4)

Consistently achieving expected goals (2.4.E.4)

Achieving most, but not all expected goals (2.4.IN.4)

Rarely or never achieving expected goals (2.4.I.4)

Demonstrating resilience when faced with difficult challenges (2.4.HE.5)

Taking on voluntary responsibilities that contribute to school success (2.4.E.6)

Occasionally taking on additional voluntary responsibilities that contribute to school success (2.4.IN.6)

Rarely taking on additional responsibilities that contribute to school success (2.4.I.6)

Reflecting on results, learning from failures, and adjusting performance (2.4.E.7)

2.5 Culture of urgency

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (2.5.HE.1)

Assistant principal creates an organizational culture of urgency by: (2.5.E.1)

Assistant principal creates an organizational culture of urgency by: (2.5.IN.1)

Assistant principal does not create an organizational culture of urgency by: (2.5.I.1)

Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement (2.5.HE.2)

Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations (2.5.E.3)

Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders (2.5.IN.3)

Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations (2.5.I.3)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Providing feedback on progress towards these expectations (2.5.E.4)

Occasionally providing feedback on progress towards these expectations. (2.5.IN.4)

Failing to identify the efforts of students and teachers, thus unable to align these efforts (2.5.I.4)

Domain 3: Curriculum Leadership

3.1 Support Rigorous Instructional Program

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (3.1.HE.1)

Assistant principal supports a rigorous instructional program by: (3.1.E.1)

Assistant principal supports a rigorous instructional program by: (3.1.IN.1)

Assistant principal does not support a rigorous instructional program by: (3.1.I.1)

Monitoring the implementation of a rigorous, standards-based instructional program and making necessary adjustments based on student learning data (3.1.HE.2)

Supporting the implementation of a rigorous, standards-based instructional program that is built on research-supported best practices regarding curriculum, instruction, and assessment (3.1.E.2)

Supporting the implementation of an instructional program that is partially based on research-supported best practices regarding curriculum, instruction, and assessment (3.1.IN.2)

Supporting the implementation of an instructional program that is not based on research-supported best practices regarding curriculum, instruction, and assessment (3.1.I.2)

Overseeing ongoing systems to review and improve unit and lesson plans based on how well they worked with students (3.1.HE.3)

Reviewing and working with teachers to improve unit and lesson plans based on how well they worked with students (3.1.E.3)

Adjusting some unit and lesson plans based on how well they worked with students (3.1.IN.3)

Avoiding adjustments to unit or lesson plans regardless of whether they worked with students (3.1.I.3)

Leading staff in analyzing standards, curricula, and aligned assessments to develop standards-based lesson and unit plans that drive student learning (3.1.E.4)

Supporting some teachers in analyzing standards, curricula and aligned assessments to develop their own lesson and unit plans that may drive student learning (3.1.IN.4)

Supporting the use of misaligned lesson and unit materials that do not drive student learning (3.1.I.4)

3.2 Ensure academic success for all students

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (3.2.HE.1)

Assistant principal ensures academic success for all students by: (3.2.E.1)

Assistant principal ensures academic success for all students by: (3.2.IN.1)

Assistant principal does not ensure academic success for all students by: (3.2.I.1)

Monitoring the implementation of proven, effective instructional practices to ensure all students' needs are met (3.2.HE.2)

Ensuring the use of instructional practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students (3.2.E.2)

Supporting the use of some instructional practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs (3.2.IN.2)

Failing to support the use of instructional practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs (3.2.I.2)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Keeping current on effective instructional practices and communicating them to all teachers (3.2.HE.3)	Supporting teachers in implementing of a variety of rigorous strategies and pedagogical methods that are matched to student needs (3.2.E.3)	Supporting some teachers in implementing strategies and pedagogical methods that are matched to some student needs (3.2.IN.3)	Supporting some teachers in implementing rigorous strategies and pedagogical methods that are matched to student needs (3.2.I.3)
	Supporting teachers in making adaptations to instructional strategies and assessments to ensure that all students master content (3.2.E.4)	Adapting a few instructional strategies and assessments to ensure that all students master content (3.2.IN.4)	Failing to adapt instructional strategies or assessments to ensure that all students master content (3.2.I.4)

3.3 Assessment

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (3.3.HE.1)	Assistant principal supports the effective use of assessments by: (3.3.E.1)	Assistant principal supports the effective use of assessments by: (3.3.IN.1)	Assistant principal does not support the effective use of assessments by: (3.3.I.1)
Monitors the implementation of assessments over time to ensure they provide useful data about student learning and teacher practices (3.3.HE.2)	Implementing local, corporation, state, and national assessments aligned with the curriculum to analyze student performance, advance instructional accountability, and guide school improvement (3.3.E.2)	Implementing local, corporation, state, and national assessments that are partially aligned to the curriculum to analyze student performance, advance instructional accountability, and guide school improvement (3.3.IN.2)	Implementing assessments that are misaligned to the curriculum and do not provide reliable data to guide school improvement (3.3.I.2)
Communicates assessment requirements and schedules to parents and other stakeholders (3.3.HE.3)	Supports the use of common assessments within grade levels and courses to inform teacher practice and systematic interventions when students do not learn (3.3.E.3)	Supports the use of common assessments within some grade levels or courses (3.3.IN.3)	Failing to support teacher use of common assessments across grade levels or courses (3.3.I.3)
Supports the use of teacher team-developed common assessments within grade levels and courses to inform and improve teacher practice and systematic interventions when students do not learn (3.3.HE.4)	Ensures assessments are administered fairly and consistently across all students (3.3.E.4)	Ensures assessments are administered fairly and consistently for most students (3.3.IN.4)	Rarely or never ensures assessments are administered fairly and consistently across all students (3.3.I.4)

3.4 Implements and monitors instructional technology

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (3.4.HE.1)	Assistant principal integrates technology to support teaching and learning by: (3.4.E.1)	Assistant principal integrates technology to support teaching and learning by: (3.4.IN.1)	Assistant principal does not integrate technology to support teaching and learning by: (3.4.I.1)
Institutionalizing the effective integration of technology through targeted professional learning for teachers (3.4.HE.2)	Identifying and applying new technology to improve and support student learning (3.4.E.2)	Identifying new technology to improve and support student learning with limited implementation in classrooms (3.4.IN.2)	Failing to support the use of new technologies that support teaching and learning (3.4.I.2)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Leading teachers in the use of technology to assess, analyze, and interpret student performance data to modify instructional practices (3.4.HE.3)	Tracking the impact of instructional technology on student achievement (3.4.E.3)	Periodically checking the impact of instructional technology on student achievement (3.4.IN.3)	Failing to monitor the impact of instructional technology on student achievement (3.4.I.3)
	Promoting the use of most effective and appropriate technologies to support teaching and learning (3.4.E.4)	Supporting the use of technologies to support teaching and learning regardless of effectiveness (3.4.IN.4)	
	Ensuring the ethical and safe use of technology and electronic media by all students and staff (3.4.E.5)	Promoting the ethical and safe use of technology and electronic media by some students and staff (3.4.IN.5)	Failing to support the ethical and safe use of technology or electronic media (3.4.I.5)

3.5 Data usage in teams

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (3.5.HE.1)	Assistant principal utilizes data by: (3.5.E.1)	Assistant principal utilizes data by: (3.5.IN.1)	Assistant principal does not utilize data by: (3.5.I.1)
Ensuring data used as the basis of decision making is transparent and communicated to all stakeholders (3.5.HE.2)	Orchestrating frequent and timely team collaboration for data analysis (3.5.E.2)	Occasionally supporting and/or orchestrating team collaboration for data analysis (3.5.IN.2)	Rarely or never organizing efforts to analyze data (3.5.I.2)
Monitoring the use of data in formulating action plans to identify areas where additional data is needed (3.5.HE.3)	Developing and supporting others in analyzing data to formulate action plans for immediate implementation (3.5.E.3)	Occasionally developing and supporting others in analyzing data to formulate action plans for implementation (3.5.IN.3)	Rarely or never applying data analysis to develop action plans (3.5.I.3)

Domain 4: Professional Development

4.1 Leadership and talent development

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (4.1.HE.1)	Assistant principal develops leadership and talent by: (4.1.E.1)	Assistant principal develops leadership and talent by: (4.1.IN.1)	Assistant principal does not develop leadership and talent by: (4.1.I.1)
Encouraging and supporting teacher leadership and/or progression on career ladders (4.1.HE.2)	Providing formal and informal opportunities to mentor emerging leaders (4.1.E.2)	Providing formal and informal opportunities to mentor some, but not all, emerging leaders; (4.1.IN.2)	Rarely or never providing mentorship to emerging leaders (4.1.I.2)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task (4.1.HE.3)	Promoting support and encouragement of leadership and growth by creating and assigning staff to leadership positions or learning opportunities (4.1.E.3)	Providing moderate support and encouragement of leadership and growth by assigning staff to existing leadership positions but not expanding possible positions to accommodate emerging and developing leaders (4.1.IN.3)	Providing no support and encouragement of leadership and growth (4.1.I.3)
Recognizing and celebrating emerging leaders (4.1.HE.4)			Frequently assigning responsibilities without allocating necessary authority (4.1.I.5)

4.2 Professional development

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (4.2.HE.1)	Assistant principal orchestrates professional learning opportunities by: (4.2.E.1)	Assistant principal orchestrates professional learning opportunities by: (4.2.IN.1)	Assistant principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (4.2.I.1)
Frequently creating learning opportunities in which highly effective teachers support their peers (4.2.HE.2)	Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.; (4.2.E.2)	Providing learning opportunities with little variety of formats (4.2.IN.2)	Providing no variety in format of learning opportunities (4.2.I.2)
Monitoring the impact of implemented learning opportunities on student achievement (4.2.HE.3)			
Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities (4.2.HE.4)	Providing differentiated, aligned learning opportunities to teachers based on student academic performance data and teacher evaluation results (4.2.E.4)	Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data (4.2.IN.4)	Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data or evaluation results (4.2.I.4)

4.3 Teacher collaboration

At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally: (4.3.HE.1)	Assistant principal supports teacher collaboration by: (4.3.E.1)	Assistant principal supports teacher collaboration by: (4.3.IN.1)	Assistant principal does not support teacher collaboration by: (4.3.I.1)
Monitoring collaborative efforts to ensure a constant focus on student learning (4.3.HE.2)	Establishing a culture of collaboration with student learning and achievement at the center (4.3.E.2)	Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement (4.3.IN.2)	Failing to establish or support a culture of collaboration (4.3.I.2)

Zionsville LTEP Assistant Principal Rubric

Printed: February 04, 2016 at 8:38am



Tracking best collaborative practices to solve specific challenges (4.3.HE.3)	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving (4.3.E.3)	Supporting and encouraging teamwork and collaboration in a limited number of ways (4.3.IN.3)	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback (4.3.I.3)
Holding collaborating teams accountable for positive results (4.3.HE.4)	Aligning teacher collaborative efforts to the school's vision/mission (4.3.E.4)	Occasionally aligning teacher collaborative efforts to instructional practices (4.3.IN.4)	Rarely or never aligning teacher collaborative efforts to instructional practices (4.3.I.4)