

North Montgomery Community School Corporation Evaluation Plan 2025-2026



All certificated employees will have annual evaluations conducted. **Classroom teachers** will be assessed using the Modified RISE 3.0 Evaluation and Development System. **Instructional Coaches** will be evaluated with the North Montgomery Instructional Coach rubric. **Special Education Teachers**, including Speech/Language Pathologists will be assessed with the Evaluation Rubric for Itinerant Teachers. **Counselors** will be evaluated annually via the North Montgomery School Counselor Effectiveness Rubric for Elementary/Middle or High School. These rubrics are based on the Indiana School Counselor Effectiveness Rubric. **Principals** are assessed through North Montgomery Building - Level Administrator Evaluation. **Assistant Principals** will be evaluated annually with a modified RISE 2.0 Assistant Principal Rubric. The **Athletic Director** is evaluated by the NIAAA Athletic Director Effectiveness Rubric. The **Superintendent** is evaluated by the 7-member Board of Trustees with the ISBA Superintendent Rubric for School Leader-District Level.

Each plan is communicated annually with the Board when school begins. Any changes to the process involving teachers are discussed with the North Montgomery Teachers' Association (NMTA). The evaluation process is reviewed with all educators new to the district as part of the New Teacher Academy. The written plan is available to all staff on Google Drive NMNet.

EVALUATORS

It is the evaluator's responsibility to carry out all components of the evaluation system with fidelity, including annual evaluations for all certificated employees. The principal/assistant principal is chiefly responsible for evaluating a teacher as the primary evaluator. The principal also evaluates counselors, assistant principals and the athletic director. The superintendent and assistant superintendent evaluate all principals. All evaluators must be trained by DOE RISE trainers. Continued professional development for evaluators will be coordinated at the district level and ESC Region 5. These evaluators approve Professional Growth Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals may have instructional coaches who demonstrate effective teaching serve in an evaluative capacity if necessary. Administrators routinely co-observe teachers to ensure inter-rater reliability.

1. SUMMATIVE EVALUATION

100% of the professional staff evaluation will be determined by the summative score of the performance rubric.

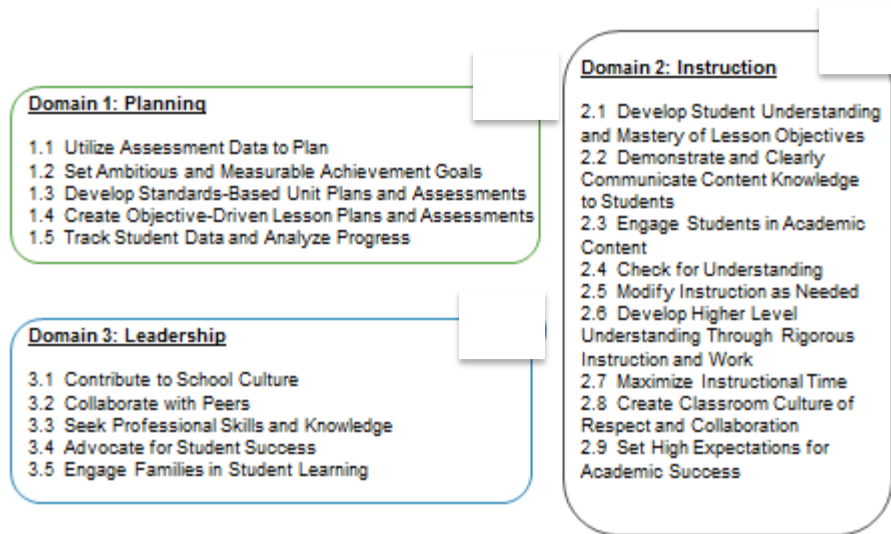
Teacher Effectiveness Rubric

Professional Practice is measured using the RISE Teacher Effectiveness Rubric (TER) 3.0. The rubric has four key domains:

- Domain 1 - Planning
- Domain 2 - Instruction
- Domain 3 - Leadership
- Domain 4 - Core Professionalism

The first three domains are evaluated through a series of observations and conferences throughout the year. The fourth domain, Core Professionalism, represents four non-negotiable aspects: 1) Attendance, 2) On-time arrival, 3) Policies and Procedures, and 4) Respect. This domain is scored separately at the end of the year. Not meeting the Core Professionalism expectations can reduce a teacher’s overall score. The summative rating is composed of the combined scores of the TER.

These domains and competencies are included in the TER.



2. CLASSROOM OBSERVATION AND FEEDBACK GUIDELINES

All teachers:

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback
Extended	40 min	1/yr (min)	Yes	Yes	Within 5 days
Short	10 min	1/yr (min)	No	No	Within 2 days

Teachers with 0-2 years of experience in the district and those designated as in Improvement Necessary by the evaluator will have a minimum of 2 extended and 3 short observations. Others will have, at minimum, one extended observation and several classroom walkthroughs. If more observations are needed to gather evidence, additional observations will take place. All teachers will have an end of year conference with their evaluator.

Pre-observation Conference:

- Pre-observation conferences are not mandatory but may be scheduled at the request of the evaluator. All teachers will be expected to complete a pre-observation form and submit it to the evaluator prior to an announced observation.

Feedback:

- *Unannounced, short observations:* Written feedback should be provided within 2 school days. A post-observation conference may be held at the request of either the evaluator or the teacher.
- *Announced and unannounced extended observations:* Post-observation conferences should be held within seven (7) business days of the observation. This timeline is monitored within the Education Advance Evaluation system. During the conference, the teacher must be presented with written and oral feedback from the evaluator. This written feedback may include evidence/notes taken during the time in the classroom.
- Feedback should be actionable and time-bound. Professional development related to the observation shall be provided to monitor improvement during the proceeding observation.

If either the teacher or evaluating administrator is absent during any of the above timeframes, the time period will be extended by the number of the school days of the absences.

Administrators are observed through monthly team meetings, board meetings, and leading staff development sessions. Observations are documented and discussed during the post conference.

The last step in figuring the Teacher Effectiveness Rubric rating is to incorporate Domain 4: Core Professionalism. Meeting the standard adds nothing to the score, while not meeting the standard deducts one point.

3. QUALITY ASSURANCE/ PROFESSIONAL GROWTH PLANS

Any teacher may be put on a Professional Growth Plan at any time. This plan is intended to support the teacher's professional growth in instructional best practices and behaviors.

The Superintendent will be notified by the principal of all teachers with Professional Growth Plans, and a timeline of observations and conferences for each teacher will be submitted as well. Teachers on a Professional Growth Plan will also have their student data closely monitored, with an expectation of improved student performance as a result.

The recommendation to cancel the contract of a teacher for the grounds of "Incompetency" in accordance with these guidelines shall not be made if the teacher has not been given forty-five (45) school days on an improvement plan to correct the deficiency(ies).

Prior to ninety (90) school days on a Professional Growth Plan, the following may occur: The teacher may be released from the Professional Growth Plan, the plan may be revised and then extended, or the principal may begin the process of teacher contract cancellation.

4. PROCESS FOR TRACKING DATA AND MANAGING DOCUMENTATION

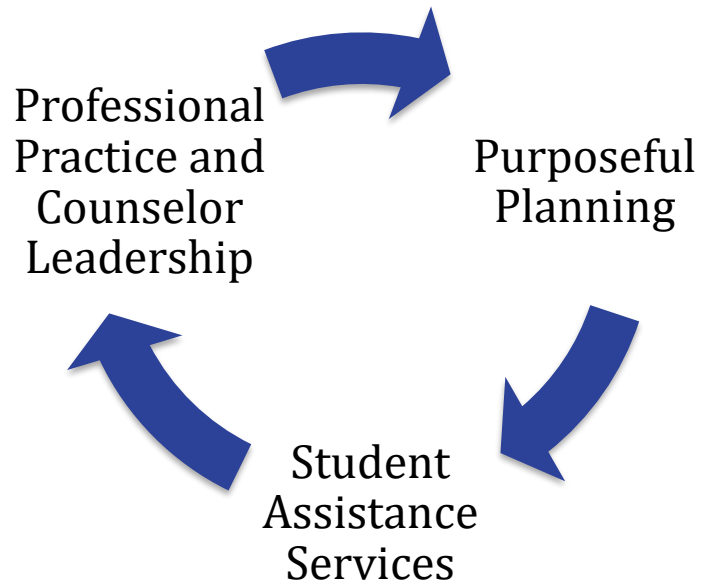
The Central Administrative Office (CAO) will monitor each teacher by school annually by reviewing data in the Education Advance Evaluation management system.

Various monitoring reports for teacher evaluation are available in the online Education Advanced Evaluation System. Reports include: observation summaries; artifacts uploaded by teachers as evidence of student progress; and a summary of evaluator tasks to be completed by deadlines.

Documented feedback, to the extent possible, for the summative evaluation is delivered by the conclusion of the school year.

North Montgomery Community Schools

K-8 School Counselor



Effectiveness Rubric

<u>DOMAIN 1:</u>	PURPOSEFUL PLANNING			
	<u>(4)</u>	<u>(3)</u>	<u>(2)</u>	<u>(1)</u>
1.1 Plans the counseling program, integrated with the regular school program	Well organized counseling plans that are effective and clearly communicated; able to perform additional tasks as well as manage case load effectively (i.e. in-services, special projects, various school committees, etc.)	Counseling plans are clearly communicated so students and staff understand them; Manage case load effectively	Counseling plans are infrequently clear to students and staff; Only able to occasionally manage case load effectively	Counseling plans are consistently unclear or nonexistent; Unable to manage case load effectively
1.2 Promotes a safe school environment	Provides a safe environment in which students are provided opportunities to present their needs and concerns, promotes and assists in the development of safe school plans; e.g. crisis plans, suicide interventions, safety team, crisis interventions, responsive services, etc.	Provides a safe environment in which students can present their needs and concerns.	Sometimes provides a safe environment in which students can present their needs and concerns.	Rarely or never provides a safe environment in which students can present their needs and concerns.
1.3 Establishes goals for the counseling program appropriate to the setting and the students served	Goals for the counseling 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, parents, and colleagues.	Goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	No clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.

DOMAIN 2:	STUDENT ASSISTANCE SERVICES			
	(4)	(3)	(2)	(1)
2.1 - Utilizes assessment data to monitor student achievement and works collaboratively to enhance student success.	Believes and sets high expectations for the learning of all students including those with various special needs. High expectations are established and maintained throughout the planning and implementation of academic, personal, and social development activities.	Demonstrates belief that all students can learn through school counseling activities which support academic, personal, and social development; convey high expectations for student success.	Inconsistently demonstrates the belief that all students can learn through school counseling activities which support academic, personal, and social development. Conveys minimal expectations for student success.	Does not demonstrate the belief that all students can learn through school counseling activities; students are not motivated and challenged to succeed through school counseling activities.
2.2 - Identifies and uses counseling strategies and resources that are appropriate to the individual needs of students	Create and use an extensive repertoire of counseling strategies and resources appropriate to the individual and social needs of students. Designs a wide range of counseling goals that are flexible and challenging for a broad diversity of students with various learning styles. Modalities and “multiple intelligences” are applied for maximum learning.	Identify and use counseling strategies and resources that are appropriate to the individual and special needs of students by demonstrating knowledge of the different ways students learn; design counseling activities to benefit the greatest number of students; use flexible curriculum to accommodate different learning styles.	Demonstrates limited use of counseling strategies and resource knowledge appropriate to meet individual and special needs of students. Designs counseling activities that benefit only a limited number of students. Uses minimal adjustment in curriculum to accommodate different learning styles.	Uses inappropriate counseling strategies and resources which do not meet the individual and special needs of students. Counseling activities benefit only a select group of students. Does not make adjustments in curriculum to accommodate different learning styles.
2.3 - Provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	Consistently address the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention and referrals as appropriate.	Addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	Rarely addresses diverse needs of students by providing individual, group counseling, classroom guidance, consultation, crisis intervention, & referrals.	Does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention and referrals

intervention, and referrals.				
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<u>DOMAIN 3:</u>	PROFESSIONAL PRACTICE AND COUNSELOR LEADERSHIP			
	<u>(4)</u>	<u>(3)</u>	<u>(2)</u>	<u>(1)</u>
3.1 - Consults/Collaborates with appropriate individuals/agencies.	Creates and/or coordinates a referral process for assisting students and others to use special programs, services and community agencies: e.g. student success team, transition activities.	Utilize a referral process for assisting students and others to use special programs, services, and community agencies.	Inconsistently utilizes a referral process for assisting students and others to use special programs, services, and community agencies.	Lacks or fails to utilize a referral process for assisting students and others to use special programs, services, and community agencies.
3.2 - Promotes partnerships and maintain regular communication.	Consistently promotes partnerships with parents and facilitates communication among parents, staff and students. Parental concerns are handled promptly with sensitivity and professionalism.	Promote partnerships with parents and facilitate communication among parents, staff and students; respond to student, staff and parent concerns in a timely manner.	Partnerships with parents are seldom promoted; communication with parents is inconsistent and offers little information. Parental concerns are addressed with little or no follow up.	Does not promote partnerships with parents and does not provide for consistent communication. Does not respond to parental concerns.
3.3 - Maintains accurate records and appropriate	Create a well-planned and current system for	Maintain accurate records with	System for maintaining student information is	Does not maintain accurate records with

oral and written communication.	maintaining information on students. Oral and written communications are professional, accurate and useful.	professional oral and written communication.	rudimentary and only partially effective.	professional oral and written communication.
3.4 - Displays professionalism, including integrity, advocacy, and maintaining confidentiality.	Can be counted on to hold the highest standard of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and will advocate for students when necessary.	Displays honesty in interactions with colleagues, students, and the public, and does not violate confidentiality.	Displays dishonesty in interactions with colleagues, students and the public, and violates principles of confidentiality.
3.5 - Establishes and maintains relationships with colleagues.	Establishes and maintains supportive and cooperative relations with colleagues; demonstrates initiative and leadership among staff.	Establishes and maintains supportive and cooperative relationships with colleagues.	Establishes few supportive and cooperative relationships with colleagues.	Does not establish or foster supportive and cooperative relationships with colleagues.
3.6 - Demonstrates knowledge of current trends in student development and academic achievement.	Regularly engages in professional development (attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	Regularly engages in professional development.	Sporadically engages in professional development.	Does not engage in professional development.

DOMAIN 4: PROFESSIONALISM

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

Indicator		Does Not Meet Standard (0)	Meets Standard (1)
4.1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
4.2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
4.3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4.4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

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

Domain 1 Scores

1.1 _____ 1.2 _____ 1.3 _____ Total Score _____ X 2 = _____
Final Domain Score

Domain 2 Scores

2.1 _____ 2.2 _____ 2.3 _____ Total Score _____ X 2 = _____
Final Domain Score

Domain 3 Scores

3.1 _____ 3.2 _____ 3.3 _____ 3.4 _____ 3.5 _____ 3.6 _____
Total/Final Domain Score _____

Domain 4 Scores

4.1 _____ 4.2 _____ 4.3 _____ 4.4 _____ Total/Final Domain Score _____

Total Score of all Domains _____

Indicator	Maximum Score	Score
Purposeful Planning	12 (X 2) = 24 (Multiply by 2) *	/24
Student Assistance Services	12 (X 2) = 24 (Multiply by 2) *	/24
Professional Practices and Leadership	24	/24
Professionalism	4	/4

Total Score
/76

* Multiply maximum score of Domains 1 and 2 by two to make Domains 1-3 equal in value.

Strengths

Specific Growth Areas

Additional documentation may be attached.

Employee Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

Final Summative Evaluation Score: _____

School Counselor Signature

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

Signature: _____ Date: _____

Evaluator Signature

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

Signature: _____ Date: _____

North Montgomery High School

School Counselor



Effectiveness Rubric

Curriculum and Program Management

Score

- 4: School counselor consistently meets indicator.
- 3: School counselor meets indicator more often than not.
- 2: School counselor performs below expectations for indicator.
- 1: School counselor rarely meets indicator.

1.1	The school counseling program is in alignment with the school vision and mission and is derived from a foundation of beliefs consistent with the values of the school corporation	Comments:	Score
1.2	The school counselor utilizes data to monitor student achievement; including ECAs and other standardized tests, course grades, and progress toward graduation	Comments:	Score
1.3	The school counselor is well informed of graduation requirements and updates to Indiana State Approved Course titles and adequately informs others of any changes	Comments:	Score
1.4	The school counselor plans, organizes, and creates a master schedule, with the help of administration, that is student driven, data supported, and meets the needs of the school	Comments:	Score
1.5	The school counselor maintains student records and adheres to related ethical and legal standards	Comments:	Score
1.6	The school counselor arranges outside opportunities to support students in their decision- making (college representative and military visits, college fair, job shadowing experiences)	Comments:	Score
1.7	The school counselor coordinates dual college credit and AP opportunities to align with school goals and promote student success, including diversifying options to meet student needs and administering placement tests to increase participation	Comments:	Score

1.8	The school counselor coordinates standardized testing, promotes options, and ensures school is in compliance with state guidelines and expectations (ECA, PSAT, ASVAB, AP)	Comments:	Score
1.9	The school counselor effectively communicates with stakeholders through personal interaction, electronic communication, newsletters, and school website	Comments:	Score
1.10	The school counselor collaborates with administrators and other school personnel to ensure accurate and timely completion of appropriate state reports and data collection tasks	Comments:	Score

Counseling and Guidance Services

Score

- 4: School counselor consistently meets indicator.
- 3: School counselor meets indicator more often than not.
- 2: School counselor performs below expectations for indicator.
- 1: School counselor rarely meets indicator.

2.1	The school counselor demonstrates knowledge of current trends in student development and academic achievement	Comments:	Score
2.2	The school counselor ensures all students are aware of course offerings and opportunities, including dual credit, AP, career pathways, and vocational programs	Comments:	Score
2.3	The school counselor helps all students determine appropriate diploma goals and evaluates progress at least annually	Comments:	Score

2.4	The school counselor assists each student in creating a yearly course schedule that aligns with their goals and future plans	Comments:	Score
2.5	The school counselor coordinates alternative education programs and advocates for student placement in appropriate settings	Comments:	Score
2.6	The school counselor provides social/emotional counseling services, guidance, and crisis intervention to any student in need or makes referrals if necessary	Comments:	Score
2.7	The school counselor uses consultation with teachers, administrators, parents, and community agencies to aid in student success	Comments:	Score
2.8	The school counselor provides transition services, including postsecondary and financial aid planning, and college application completion	Comments:	Score
2.9	The school counselor assists school personnel in providing appropriate services for students with disabilities, including IEPs and 504s	Comments:	Score
2.10	The school counselor provides services that aid in eliminating socioeconomic barriers (SAT/ACT fee waivers, college application fee waivers, dual college credit fee waivers, 21 st century scholar support)	Comments:	Score

School Counselor Leadership

Score

- 4: School counselor consistently meets indicator.
- 3: School counselor meets indicator more often than not.
- 2: School counselor performs below expectations for indicator.
- 1: School counselor rarely meets indicator.

3.1	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws policies, and procedures which govern the school program	Comments:	Score
3.2	The school counselor advocates for student success and displays commitment to the education profession	Comments:	Score
3.3	The school counselor positively contributes to school culture and seeks out leadership roles within the school	Comments:	Score
3.4	The school counselor engages families in student learning by proactively reaching out to parents, responding promptly to contact from parents, and working together to form a positive relationship	Comments:	Score
3.5	The school counselor actively pursues opportunities to improve knowledge and practices and shares information with others	Comments:	Score
3.6	The school counselor creates a welcoming environment to students and guests and fosters a respectful culture within the counseling department	Comments:	Score
3.7	The school counselor is organized, has attention to detail, and meets deadlines as outlined by administration	Comments:	Score
3.8	The school counselor provides system support by effectively managing the school counseling program as well as supporting other educational programs and student services. This may include other school duties as assigned by administration as long as they	Comments:	Score

	do not interfere with the counseling program and services to students		
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Core Professionalism

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

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

- It should be left to the discretion of the corporation to define “unexcused absence” in this context

Rubric Scoring

Domains 1-3 scored on a 4 point scale

Domain 1		Domain 2		Domain 3	
1.1		2.1		3.1	
1.2		2.2		3.2	
1.3		2.3		3.3	
1.4		2.4		3.4	
1.5		2.5		3.5	
1.6		2.6		3.6	
1.7		2.7		3.7	
1.8		2.8		3.8	
1.9		2.9			
1.10		2.10			
TOTAL		TOTAL		TOTAL	

TOTAL Score of all Domains = _____

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.

Overall Rating

Once a rating is established based on Domains 1-3, the Core professionalism domain is factored in as a 0 or -1.

Overall Rating (Domains 1-3) _____
Core Professionalism (0 or -1) _____
Final Rating _____

Strengths

Specific Growth Areas

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

Final Summative Evaluation Score: _____

School Counselor Signature

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

Signature: _____ Date: _____

Evaluator Signature

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

Signature: _____ Date: _____

Rubric adapted from the

Indiana Content Standards for Educators
SCHOOL LEADER–BUILDING LEVEL PRINCIPAL
December 2010

Standard 1: Human Capital Management - School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement. **6**

Standard 2: Instructional Leadership - School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students. **6**

Standard 3: Personal Behavior - School building leaders model personal behavior that sets the tone for all student and adult relationships in the school. **5**

Standard 4: Building Relationships - School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. **5**

Standard 5: Culture of Achievement - School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student. **7**

Standard 6: Organizational, Operational, and Resource Management - School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes. **4**

FORMAT:

Minimum of one observation and one completed written evaluation. Formal conference must be held to share written evaluation in the spring. Additional observations, evaluations, and professional growth/improvement plans as needed during the school year.

QUALITY ASSURANCE: Any participant receiving an Ineffective rating will be provided with a Professional Growth/Improvement Plan by the appropriate central office administrator.

Professional Practice - EVALUATION FORM FOR ADMINISTRATIVE STAFF

Name _____
Last First

Evaluation Year _____

School Assignment and Position:

Experience (years) _____
Local District Other Total

The effectiveness of an administrator is proportional to improved instruction and professional growth. The criteria listed in each area of effective administrative levels will assist both administrators and designated district personnel in the evaluation process. The criteria will allow central office administrators to make conclusions about the effectiveness of administrators. Administrators will be rated as highly effective, effective, Improvement Necessary, or Ineffective based on the evaluation criteria and student growth data.

Rating Scale Terms, Definitions and General Rubrics for Scoring of the Administrator Evaluation.

3 - Performance **consistently** exhibits multiple strengths that have a strong, positive impact on students, staff and school climate. Administrator serves as a model. Areas for professional growth are self-directed continuous. Score = 3

2 - Effective - Performance **more often than not** exhibits strengths that impact students, staff and school climate. Administrator **more often than not** serves as a model in areas of importance. Administrator makes an effort **more often than not** to grow and improve. Score = 2

1 - Improvement Necessary - Performance strengths are **below expectations** in important areas that impact students, staff and school climate. Professional growth and improvement are lacking. Score = 1

0 - Ineffective - Administrator **rarely** exhibits the necessary strengths to perform his/her duties effectively. Professional growth and a concerted effort to improve are **rarely** seen. Direct and immediate intervention is required by the superintendent or his/her designee. Score = 0

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:

- _____ 1.1 recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission
- _____ 1.2 prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers
- _____ 1.3 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance
- _____ 1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth
- _____ 1.5 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed
- _____ 1.6 counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements

_____ /18 **Total Score**

Evidence: staff meeting agendas, teacher interviews/recruitment, data spreadsheet, SAP, professional development plan

Standard 2: Instructional Leadership

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

- _____ 2.1 cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision

- _____ 2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment

- _____ 2.3 using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes

- _____ 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities

- _____ 2.5 ensuring the use of 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

- _____ 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

_____ /18 **Total Score**

Evidence: SAP, master schedule, Sfs observation feedback, staff meeting agendas, Friday Thank You messages

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including:

_____ 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others

_____ 3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center

_____ 3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement

_____ 3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results

_____ 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts

_____ /15 **Total Score**

Evidence: observations at staff meetings, parent newsletters, PD calendar, SAP

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

- _____ 4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence
- _____ 4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)
- _____ 4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change
- _____ 4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students
- _____ 4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

_____ /15 **Total Score**

Evidence: Parent newsletters, SAP, staff meeting agendas to address concerns/celebrate successes

Standard 5: Culture of Achievement

School building leaders develop a school wide culture of achievement aligned to the school's vision of success for every student, including:

- _____ 5.1 empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task
- _____ 5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable
- _____ 5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation
- _____ 5.4 implementing systems to promote and enforce individual accountability for results
- _____ 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports
- _____ 5.6 using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented
- _____ 5.7 guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

_____ /21 **Total Score**

Evidence: SAP, intervention/remediation practices in building schedule, student/faculty handbooks

Standard 6: Organizational, Operational, and Resource Management

School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including:

_____ 6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals

_____ 6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization

_____ 6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

_____ 6.4 planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant

_____ /12 **Total Score**

Evidence: SfS (tech tool), Emergency Preparedness Plan, Building Checklist – Safety Review Checklist, CPI records, Building Incident Reports, Monthly budget reports, 3-Year CPF Plan.

Mandatory Core of Employment: Administrators are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attendance of school events as needed and expected; cooperation with peers and supervisors; following all rules, procedures, board policies and mandates set forth by the school corporation; and setting an appropriate standard for staff for timeliness and attendance.

_____ **One Point or No Points Awarded**

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Professional Practice Total Score: _____

Total Possible Points = 100.

Documentation and Signatures

Date of Post Conference _____

Administrator's Signature _____
(Administrator's signature does not indicate agreement.)

Superintendent's Signature _____

ASSISTANT PRINCIPAL – RISE 2.0

Domain 1: Teacher Effectiveness

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

Competency	(4)	(3)	(2)	(1)	
1.1 Mission & Vision					
1.1.1	Contributes to the achievement of the mission & vision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Catalyzes commitment to and vigorous pursuit of the school’s vision & mission 	The assistant principal: <ul style="list-style-type: none"> – Working through complex issues in ways that energize stakeholder commitment – Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives – Translates the vision and mission into daily school practices 	The assistant principal: <ul style="list-style-type: none"> – Contributes individual capabilities to achieve essential objectives – Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	The assistant principal: <ul style="list-style-type: none"> – Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision – Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	The assistant principal: <ul style="list-style-type: none"> – Bases hiring recommendations primarily on the teacher’s level of effectiveness – Takes specific actions to facilitate the development and retention of effective staff members – Aligns personnel recommendations with the vision and mission of the school 	The assistant principal: <ul style="list-style-type: none"> – Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations – Takes action steps that have a limited effective on the development and/or retention of effective teachers – Occasionally aligns the school’s vision/mission to hiring recommendations 	The assistant principal: <ul style="list-style-type: none"> – Disregards or fails to examine teachers’ level of effectiveness when making hiring recommendations – Fails to take consistent steps to facilitate the development and/or retention of effective teachers – Fails to align hiring recommendations to the mission and vision of the school

Competency	(4)	(3)	(2)	(1)	
1.2 Human Capital Management					
1.2.1	Observes professional practice	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented – Differentiates the number of observations based on observed levels of teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Examines prior performance and student achievement data to inform observations and walkthroughs – Accurately categorizes observed instructional practice – Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	The assistant principal: <ul style="list-style-type: none"> – Frequently categorizes instructional practice inaccurately – Conducts the minimum number of required observations, despite observed deficiencies in professional practice – Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	The assistant principal: <ul style="list-style-type: none"> – Fails to conduct an adequate number of observations – Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	Provides actionable feedback	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Models desired actions or schedules opportunities for the teacher to learn from other teachers – Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. 	The assistant principal: <ul style="list-style-type: none"> – Develops bite-sized action plans focused on the highest leverage teacher actions – Provides a clear directions for how to do the most important tasks well – Frequently follows up to ensure feedback is implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> – Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions – Leaves implementation of feedback to chance by failing to consistently follow-up 	The assistant principal: <ul style="list-style-type: none"> – Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether – Fails to develop action plans with teachers
1.2.3	Monitors student performance	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Develop teachers’ collective ability to positively impact student learning – Collaborates with teachers to identify students that may benefit from the school’s academic support or high ability programs 	The assistant principal: <ul style="list-style-type: none"> – Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps – Collaboratively develops concrete action steps aligned with student and teacher needs – Frequently follows up to ensure action plans are implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> – Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers – Allows teachers to establish action steps that lack clarity or alignment to performance data – Fails to frequently follow up to ensure proper implementation 	The assistant principal: <ul style="list-style-type: none"> – Primarily analyzes data only after statewide achievement tests are complete – Fails to identify action steps that are aligned with interim or classroom assessment data

1.2.4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> Identifies and facilitates opportunities for teachers to share best practices Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies 	The assistant principal: <ul style="list-style-type: none"> Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors Provides individual assistant/coaching that is infrequent 	The assistant principal: <ul style="list-style-type: none"> Disregards the need for individualized assistance/coaching Provides limited opportunities for teachers to engage in professional learning
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Competency	(4)	(3)	(2)	(1)	
1.3 Talent Review					
1.3.1	Assists the principal with the evaluation of teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	The assistant principal: <ul style="list-style-type: none"> Ensures all evaluation processes and expectations are transparent and clear Allocates necessary time and resources to complete thorough, accurate and defensible evaluations Demonstrates the ability to identify individual teacher strengths and weaknesses Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	The assistant principal: <ul style="list-style-type: none"> Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation Incorporates limited student data and evidence of teacher practice in evaluation ratings

Domain 2: Leadership Actions

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

Competency	(4)	(3)	(2)	(1)	
2.1 Professional Leadership					
2.1.1	Effectively communicates	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication 	The assistant principal: <ul style="list-style-type: none"> – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff 	The assistant principal: <ul style="list-style-type: none"> – Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness – Responds in an inconsistent manner to resolve expressed concerns 	The assistant principal: <ul style="list-style-type: none"> – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	Reflects on practice and continually learns	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Promotes a culture of self-reflection and continuous improvement – Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	The assistant principal: <ul style="list-style-type: none"> – Expresses willingness to learn and openly acknowledges areas for growth – Learns from personal experiences and the actions/insights of others – Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	The assistant principal: <ul style="list-style-type: none"> – Expresses willingness to learn from others, but is reluctant to admit own short-comings – Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	The assistant principal: <ul style="list-style-type: none"> – Resists changes to personal or leadership behaviors – Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	Demonstrates resiliency and persistence	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Engages staff and self in a continuous pursuit of professional growth and school improvement – Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	The assistant principal: <ul style="list-style-type: none"> – Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals – Identifies action steps and leverages available resources to confront difficult problems 	The assistant principal: <ul style="list-style-type: none"> – Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	The assistant principal: <ul style="list-style-type: none"> – Reacts with visible frustration to challenging problems or setbacks – Easily loses focus on improving student achievement

2.1.4	Monitors time and task management	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	The assistant principal: <ul style="list-style-type: none"> – Consistently allocates the time and resources necessary to achieve ambitious goals – Spends time on high leverage activities – Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	The assistant principal: <ul style="list-style-type: none"> – Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions – Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	The assistant principal: <ul style="list-style-type: none"> – Rarely protects time for instructional leadership priorities – Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals
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Competency	(4)	(3)	(2)	(1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Instills the daily habits necessary to create a culture of excellence – Is unwavering in maintaining high expectations for everyone 	The assistant principal: <ul style="list-style-type: none"> – Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning – Provides students and staff the support, time, and structures necessary to be successful – Celebrates the accomplishments of others and proactively resolves performance issues 	The assistant principal: <ul style="list-style-type: none"> – Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture – Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	The assistant principal: <ul style="list-style-type: none"> – Fails to take the initiative to identify and recognize the accomplishments of others – Consistently ignores staff or student performance issues
2.2.2	Enhances teacher collaboration	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> – Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school – Holds collaborating teams accountable for achieving desired results 	The assistant principal: <ul style="list-style-type: none"> – Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide teacher teams the support and/or resources necessary for to achieve desired results – Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3	Supports a universal code of conduct	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	The assistant principal: <ul style="list-style-type: none"> – Coaches a culture of excellence through repeated practice and modeling of desired behaviors – Consistently and fairly applies positive and negative consequences for behavior 	The assistant principal: <ul style="list-style-type: none"> – Supports the maintenance of routines, procedures, and policies; but is primarily reactive – Fails to consistently apply either positive and/or negative consequences for behavior 	The assistant principal: <ul style="list-style-type: none"> – Sends inconsistent messages about school policy – Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

			<ul style="list-style-type: none"> Promotes a predictable, safe learning environment through consistency of actions 		
2.2.4	Engage families and the community in student learning	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education 	The assistant principal: <ul style="list-style-type: none"> Fosters partnerships with families, community agencies and/or the corporate sector Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	The assistant principal: <ul style="list-style-type: none"> Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning Inconsistently engages established parents 	The assistant principal: <ul style="list-style-type: none"> Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Mandatory Core of Employment: Administrators are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attendance of school events as needed and expected; cooperation with peers and supervisors; following all rules, procedures, board policies and mandates set forth by the school corporation; and setting an appropriate standard for staff for timeliness and attendance.

_____ One Point or No Points Awarded

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

The Assistant Principal Rubric is 100% of the summative evaluation.

ATHLETIC DIRECTOR

2016 NIAAA Athletic Director Effectiveness Rubric

Domain 1: Professionalism

- 1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.
- 1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
- 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.
- 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.
- 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.
- 1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.
- 1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.
- 1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.
- 1.9 Fulfills professional responsibilities with honesty and integrity.
- 1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.
- 1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.
- 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.

Domain 2: Administrative Responsibilities

- 2.1 Provides leadership for the athletic department and places it in the proper educational perspective.
- 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.
- 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.
- 2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.
- 2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.
- 2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.
- 2.7 Arranges school board approved transportation for athletic events.
- 2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.
- 2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.
- 2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.
- 2.11 Establishes procedures for the supervision and use of the training room.
- 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.
- 2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.
- 2.14 Coordinates the organization and operation of the press boxes.
- 2.15 Attends and serves as school liaison at athletic booster club meetings.
- 2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.
- 2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.
- 2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.
- 2.19 Prepares and obtains signed game contracts.
- 2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.
- 2.21 Completes accurate financial records.
- 2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.
- 2.23 Keeps informed of the rules and regulations of the total athletic program.

- 2.24 Informs the school board about program directions, problems and achievements.
- 2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.
- 2.26 Performs other duties as the principal and/or district administrator may direct.

Domain 3: Sport Specific Duties

- 3.1 Attends as many contests, meets and events as possible (home and away).
- 3.2 Examines all equipment and facilities before use.
- 3.3 Provides dressing rooms for visiting teams and game officials.
- 3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.
- 3.5 Evaluates each athlete's grades at the end of each grading period.
- 3.6 Secures parent consent cards, physical cards and medical forms from all participants.
- 3.7 Informs all coaches of all conference and state rules and regulations.
- 3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.
- 3.9 Supervises and observes coaching and maintains proper rapport with coaches.
- 3.10 Provides a system of evaluation and professional growth of coaches.
- 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.
- 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.
- 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.
- 3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.

Domain 4: Core Professionalism

0 or 1

1 4.1 Attendance

1 4.2 On-Time Arrival

1 4.3 Policies and Procedures

SUMMATIVE RATING _____

THE INDIANA SCHOOL BOARDS ASSOCIATION & THE INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS September 2020

1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent routinely considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent routinely considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator’s effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on strengths and needs.	<p>The superintendent has in place a system of professional development that is based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to provide professional development to meet the needs of individual administrators.</p>	<p>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.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of providing for individual administrator needs.</p>
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> <p>Administrators throughout the corporation refer to the superintendent as a mentor.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.</p>	<p>The superintendent has provided some training to an emerging school leader.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p>

1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered to do their jobs.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation.</p> <p>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.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.</p>
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Informal and formal positive feedback is linked to corporation goals.</p>	<p>The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.</p>	<p>The superintendent provides the minimum required formal feedback to the administrative team.</p> <p>Informal feedback is occasionally provided.</p>	<p>The superintendent provides no informal or formal feedback to the administrative team.</p>

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.</p>	<p>The superintendent does not utilize data to make decisions.</p>
2.2	<p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>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.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	<p>Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.</p>	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>

2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.
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3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>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.</p>	<p>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.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>

4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.					
4.1	The superintendent actively engages in communication with parents and community.	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	The superintendent forges consensus for change and improvement throughout the school corporation.	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>

4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.

<p>5.1</p>	<p>The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
<p>5.2</p>	<p>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation’s programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	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.	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.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	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.

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

6.1	The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization.	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>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.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>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.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>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.</p>

6.4	The superintendent provides responsible fiscal stewardship.	<p>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.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>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.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	The superintendent does not demonstrate sound, fiscal stewardship.
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.



Domain 1: Purposeful Planning

1.1 Demonstrating knowledge of coaching, content, and pedagogy

Instructional coach demonstrates extensive knowledge of coaching skills and strategies, relationship dynamics, and tools to plan opportunities for the teacher to increase student engagement in learning that connect to the larger school goals. Coach demonstrates strong content knowledge and pedagogical understanding in their planning. (1.1.HE)

Instructional coach uses knowledge of coaching skills and strategies, relationship dynamics, and tools that would further the teacher's progress to prepare for interactions. Coach demonstrates content knowledge and pedagogical understanding in their planning. (1.1.E)

Instructional coach demonstrates some knowledge of coaching skills and strategies, dynamics and tools. Instructional coach uses them inconsistently when preparing for interactions. Coach uses inaccurate or incomplete content knowledge and content related pedagogy in their planning. (1.1.IN)

Instructional coach does not demonstrate knowledge of coaching skills and strategies and/or does not use that knowledge in planning for interactions. Coach does not have or does not use knowledge of content and content related pedagogy in their planning. (1.1.I)

1.2 Demonstrating knowledge of the teacher

Instructional coach uses knowledge of the teacher to intentionally plan for opportunities for teacher to reflect on issues of teacher's practice. (1.2.HE)

Instructional coach demonstrates thorough knowledge of the needs of the teacher, his/her experience and background, and uses the knowledge to guide the interaction. (1.2.E)

Instructional coach demonstrates basic familiarity with the needs of his/her teacher related to classroom performance. (1.2.IN)

Instructional coach demonstrates little or no familiarity with the teacher, his/her needs, and does not seek to understand. (1.2.I)

1.3 Demonstrating knowledge of the school's instructional goals

Instructional coach demonstrates knowledge of the school's instructional goals and supports the teacher in addressing the goals within his/her instruction. (1.3.HE)

Instructional coach demonstrates knowledge of the school's instructional goals and uses the knowledge to guide interaction with the teacher. (1.3.E)

Instructional coach demonstrates knowledge of the school's instructional goals. (1.3.IN)

Instructional coach demonstrates little or no knowledge of the school's instructional goals. (1.3.I)

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

Instructional coach actively seeks out new resources from a wide range of sources to support the development of teachers' practice in curricular implementation and providing high quality instruction to all students. (1.4.HE)

Instructional coach is fully aware of resources or how to access appropriate resources available to the coach in the school and district for teacher to improve practice. (1.4.E)

Instructional coach demonstrates some knowledge of resources available in the school and district for teacher to improve practice. (1.4.IN)

Instructional coach demonstrates little or no knowledge of resources available in the school or district for teacher to improve practice. (1.4.I)

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1.5 Establishing a coherent goal-based support plan to improve the teacher's practice

Instructional coach and teacher use evidence-based data to collaboratively establish a plan with specific goals focused on teacher's needs. (1.5.HE)

Instructional coach uses strategies and data to establish a goal-based coherent plan based on the teacher's needs. (1.5.E)

Instructional coach uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the teacher. (1.5.IN)

Instructional coach does not establish a goal-based support plan for providing service to the teacher. (1.5.I)

1.6 Utilizing data to provide evidence-based feedback on teacher growth

Instructional coach collaborates with teacher in reviewing and analyzing data in order for the teacher to self-assess and determine strengths/challenges in teacher growth based upon evidence of practice. (1.6.HE)

Instructional coach utilizes assessments to gather and analyze teaching data and provides ongoing feedback on teacher growth that is evidence-based. (1.6.E)

Instructional coach attempts to utilize formative assessments to analyze teaching data and provide feedback on teacher growth. Feedback is not evidence-based or unclear. (1.6.IN)

Instructional coach does not attempt to utilize or analyze data to provide feedback on teacher growth based. (1.6.I)

Domain 2: Effective Service Delivery

2.1 Creating an environment of trust and respect

Coach and teachers equally contribute to the success and progress of the relationship. Coach meets his/her commitments. (2.1.HE)

Interactions between coach and teachers are respectful and caring and appropriate to the experiences of the teacher. Coach meets his/her commitments. (2.1.E)

Interaction between coach and teachers is cordial and appropriate. Coach generally meets his/her commitments and demonstrates some knowledge of the teacher's experience. (2.1.IN)

Interaction between coach and teachers is strained and non-productive. Coach is negative, inappropriate, and/or insensitive to teacher's experience. Coach does not meet his/her commitment. (2.1.I)

2.2 Establishing a culture for ongoing instructional improvement

Instructional coach demonstrates high expectations and a commitment to instructional improvement. Teacher initiates conversation for instructional improvement and the coach supports through inquiry and reflection. (2.2.HE)

Instructional coach has high expectations and a commitment to instructional improvement. Coach and teacher collaboratively engage in a growth process based on inquiry and reflection. (2.2.E)

Instructional coach offers support but has low expectations for success. Coach and teacher appear to be going through the motions with limited inquiry and reflection. (2.2.IN)

Instructional coach has a low expectation for success and communicates the coaching process as having little value. (2.2.I)

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2.3 Managing instructional support

Instructional coach and teacher maximize coaching time by collaboratively maintaining and sharing intervention strategies, teacher data, tools, and resources related to the coaching process. (2.3.HE)

Instructional coach maximizes coaching time by maintaining an effective system for organizing or sharing intervention strategies, teacher data, tools, and resources related to the coaching process. (2.3.E)

Instructional coach loses some instructional coaching time due to a lack of an organized system for sharing intervention strategies, and maintaining teacher data, tools, and resources related to the coaching process. (2.3.IN)

Instructional coach does not have or utilize a system of organizing or sharing intervention strategies, teacher data, tools, and resources related to the coaching process. (2.3.I)

2.4 Communicating effectively in the coaching relationship

Instructional coach communicates the expectations of the coaching process and teachers effectively use the language of the Teacher Effectiveness Rubric to communicate their needs. (2.4.HE)

Instructional coach communicates the expectations of the coaching process and effectively uses the language of the Teacher Effectiveness Rubric. (2.4.E)

Instructional coach partially communicates the expectations of the coaching process and inconsistently uses the Teacher Effectiveness Rubric. (2.4.IN)

Instructional coach does not communicate the expectations of the coaching process and does not use the Teacher Effectiveness Rubric in their work. (2.4.I)

2.5 Using coaching language, stems, and questions

Teacher(s) and instructional coach use coaching language, stems, and questions during interactions to guide inquiry about teaching practice. (2.5.HE)

Instructional coach uses coaching language, stems, and questions during interaction with teacher(s). (2.5.E)

Instructional coach's use of coaching language, stems, and questions during an interaction is inconsistent. (2.5.IN)

Instructional coach does not use coaching language, stems, or questions during the interaction. (2.5.I)

2.6 Engaging teachers in the coaching process

Teacher initiates and suggests methods (i.e. observations, modeling, questioning, and co-teaching), resources and data to reflect on his/her growth and is actively engaged. (2.6.HE)

Instructional coach uses a variety of methods (i.e. observations, modeling, questioning, and co-teaching), resources, and data that are thought provoking and appropriate to the teacher's needs, and enhances the teacher's understanding of the instructional process. Teacher is engaged in the interaction. (2.6.E)

Instructional coach's use of methods (i.e. observations, modeling, questioning, and co-teaching), resources, and data are partially suitable, resulting in limited engagement by the teacher. (2.6.IN)

Instructional coach's use of methods (i.e. observations, modeling, questioning, and co-teaching), resources, and data are not appropriate. Teacher is not engaged in the interaction. (2.6.I)

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2.7 Using data to support teacher in monitoring student growth

Instructional coach facilitates teacher(s)' evidence-based self- assessment of practice and growth based on student data. (2.7.HE)

Instructional coach engages the teacher(s) in analyses of evidence to assess student growth based on data. (2.7.E)

Instruction coach collects data on student growth, but does not share with staff. (2.7.IN)

Instructional coach does not collect evidence or use student data to monitor growth. (2.7.I)

2.8 Demonstrating flexibility, responsiveness, and persistence

Teacher assumes responsibility and initiates changes to the interaction, based on their instructional needs that arise in the moment. (2.8.HE)

Instructional coach makes adjustments and accommodations to the interaction to meet the needs that arise in the moment. Instructional coach persists in addressing the teacher's needs that are resistant to support by drawing on a number of strategies to engage the teacher. (2.8.E)

Instructional coach makes modest adjustments to the interaction when confronted with evidence of the need for change. (2.8.IN)

Instructional coach adheres to his/her plan, in spite of evidence of its inadequacy or inappropriateness. (2.8.I)

Domain 3: Professional Responsibilities

3.1 Reflecting on coaching practice

Instructional coach uses evidence and seeks feedback from the teacher to shape the coach's future practice. Instructional coach and teacher develop a plan for improving practice. (3.1.HE)

Instructional coach's reflection is accurate and based on evidence with specific suggestions on how to improve his/her practice. (3.1.E)

Instructional coach reflects with some accuracy, but reflection is not evidence based. Suggestions for improvement are rudimentary. (3.1.IN)

Instructional coach does not reflect and/or know if his/her practice is effective or misjudges the impact of his/her practice on the teacher's progress. Instructional coach has no suggestions on how to improve. (3.1.I)

3.2 Coordinating work with other colleagues (coaches, department chairs, specialists, etc.) to support teacher

Instructional coach actively seeks out opportunities to collaborate and coordinate work with colleagues within the district and/or school to support teacher and school initiatives. (3.2.HE)

Instructional coach has met with and coordinates services with colleagues within the district, areas, and/or school to support the teacher. (3.2.E)

Instructional coach is aware of and attempts to contact colleagues within the district, area, or school to support the teacher. (3.2.IN)

Instructional coach makes no effort to seek out or become aware of other colleagues within the district, area, or school to support the teacher. (3.2.I)

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3.3 Participating in professional inquiry

Relationships with colleagues are characterized by mutual support and cooperation. Instructional coach takes leadership in promoting a culture of inquiry. (3.3.HE)

Relationships with colleagues are mutually supportive and respectful. Instructional coach actively participates in professional inquiry (PLCs, forums, etc.). (3.3.E)

Relationships with colleagues are cordial. Instructional coach attends and participation in professional inquiry (PLCs, forums, etc.) is limited to those that are convenient. (3.3.IN)

Relationships with colleagues are negative. Instructional coach does not attend or attends and does not engage in professional inquiry (PLCs, forums, etc.). (3.3.I)

3.4 Growing and developing professionally

Instructional coach seeks out feedback from their supervisor, colleagues, and/or teachers. Instructional coach actively pursues professional development opportunities and shares the learning with colleagues and teachers. (3.4.HE)

Instructional coach welcomes feedback and engages supervisor and/or colleagues in discussion about it. Instructional coach seeks out opportunities for professional development based on an individual assessment of need. (3.4.E)

Instructional coach reluctantly accepts feedback on practice from supervisors and/or colleagues or has a limited understanding of the feedback. Participation in professional development activities is limited to those that are convenient or are required. (3.4.IN)

Instructional coach resists feedback on practice from supervisors and/or colleagues. Instructional coach does not attend or attends and does not participate in professional development. (3.4.I)

3.5 Showing professionalism, including integrity and confidentiality

Instructional coach takes a leadership role in team decisions. Instructional coach complies with all district policies, regulations, and rules. Instructional coach displays honesty and integrity and makes an effort to challenge negative perceptions about teacher professionalism and student learning while upholding the norms of confidentiality. (3.5.HE)

Instructional coach maintains an open mind and participates in team or departmental decisions. Instructional coach complies with all district policies, regulations, and rules. Instructional coach displays honesty and integrity in interactions with colleagues and respects norms of confidentiality. (3.5.E)

Instructional coach brings biased or limited ideas to the decision making process. Instructional coach complies with most district policies, regulations, and rules. Instructional coach is honest in interactions with colleagues and respects norms of confidentiality. (3.5.IN)

Instructional coach makes decisions based on self-serving interests. Instructional coach does not comply with many district policies, regulations, and rules. Instructional coach displays dishonesty in interactions and violates the norms of confidentiality. (3.5.I)

Domain 4: Core Professionalism

4.1 Attendance

Instructional Coach absences are for well documented and appropriate reasons and do not negatively affect school operations (4.1.MS)

Instructional Coach demonstrates a pattern of absences that, because of their frequency or timing, has a negative effect on school operations (4.1.DNMS)

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4.2 On-Time Arrival

Instructional Coach follows procedures set forth by local school policy (4.2.MS)

Instructional Coach demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy) (4.2.DNMS)

4.3 Policies and Procedures

Instructional Coach demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. special education tasks and timelines, procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.MS.1)

Instructional Coach demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. special education tasks and timelines, procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.DNMS.1)

Instructional Coach meets expectations for implementing school, district, and other adopted initiatives and programs (4.3.MS.2)

Instructional Coach fails to implement or poorly implements school, district, or other initiatives or programs that are adopted and expected (4.3.DNMS.2)

4.4 Respect

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

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

Summative Rating _____



Domain 1: Purposeful Planning and Preparation

1.1 Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes

Displays evidence-based practices and solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines (1.1.HE.1)

Displays, evidence-based practices and solid content/skill knowledge in other parts of the discipline or other disciplines (1.1.E.1)

Knows solid content/skill knowledge in other parts of the discipline or other disciplines (1.1.IN.1)

Does not know solid content/skill knowledge in other parts of the discipline or other disciplines (1.1.I.1)

Displays knowledge of socio-cultural background and present levels of performance of each student and plans for a variety of appropriate approaches to facilitate their learning (1.1.HE.2)

Displays knowledge of the socio-cultural background and present performance of each student (1.1.E.2)

Has knowledge of present levels of performance of each student (1.1.IN.2)

Lacks the knowledge of present levels of performance of each student (1.1.I.2)

1.2 Gathers Information for Appropriate Planning

Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners (1.2.HE.1)

Gathers and utilizes formal and/or informal assessment data to evaluate or plan (1.2.E.1)

Utilizes formal and/or informal assessment data to plan (1.2.IN.1)

Does not utilize formal and/or informal assessment data to plan (1.2.I.1)

Gathers and utilizes hearing/vision screening information to evaluate or plan for individual learners (1.2.HE.2)

Gathers and utilizes hearing/vision screening information to evaluate or plan (1.2.E.2)

Utilizes hearing/vision screening information to plan (1.2.IN.2)

Does not utilize hearing/vision screening information to plan (1.2.I.2)

North Montgomery Special Education & Itinerant Teacher Rubric

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1.3 Interpret/Share Information and Make Appropriate Recommendations

Collaborates with members of the Case Conference Committee by:

- clearly communicates educational reports using understandable terminology

- works with the committee to determine appropriate eligibility area (concerning hearing/vision)

- makes appropriate recommendations for modifications and accommodations

- Works with classroom teachers to find specific ways the accommodations/modifications can be provided in the classroom (1.3.HE.1)

Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations (1.3.HE.2)

Collaborates with members of the Case Conference Committee by:

- clearly communicates educational reports using understandable terminology

- works with the committee to determine appropriate eligibility area (concerning hearing/vision)

- makes appropriate recommendations for modifications and accommodations (1.3.E.1)

Collaborates with members of the Case Conference Committee to some degree in the following areas:

- Communication in educational reports

- Works with committee

- Makes recommendations (1.3.IN.1)

No collaboration with members of the Case Conference Committee is evident or occurs (1.3.I.1)

1.4 Plans Lessons Appropriately

The school professional's: (1.4.HE.1)

Lesson plans are valuable and relevant, and clearly articulates how lesson objectives establish high expectations, and relate to Indiana Standards (1.4.HE.2)

Lesson planning clearly has demonstrated gradual progression from basic to more complex application of higher level thinking skills (1.4.HE.3)

Lesson objectives are clear and include viable methods of assessment which support individual learning (1.4.HE.4)

The school professional's: (1.4.E.1)

Lesson objectives are valuable, relevant and represent an appropriate level of expectations and student understanding (1.4.E.2)

Lesson planning clearly has demonstrated gradual progression from basic skills to more complex skills (1.4.E.3)

Most lesson objectives are clear and permit viable methods of assessment (1.4.E.4)

The school professional's: (1.4.IN.1)

Lesson objectives represent expectations and student understanding (1.4.IN.2)

Lesson planning shows some progression from basic skills to more complex skills (1.4.IN.3)

Some lesson objectives are clear and permit viable methods of assessment (1.4.IN.4)

The school professional's: (1.4.I.1)

Lesson objectives do not meet expectations and student understanding (1.4.I.2)

Lesson planning has no progression to complex skills (1.4.I.3)

Lesson objectives are unclear/unstated and do not permit viable methods of assessment (1.4.I.4)

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1.5 Prepares Coherent Instruction Sessions

The school professional's: (1.5.HE.1)	The school professional's: (1.5.E.1)	The school professional's: (1.5.IN.1)	The school professional's: (1.5.I.1)
Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials (1.5.HE.2)	Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation (1.5.E.2)	Some IEP goals are supported and materials are intended to engage students (1.5.IN.2)	IEP goals are not supported. Materials are not engaging for students (1.5.I.2)
Instruction establishes and maintains thorough planning of learning activities and interactions, within the classroom environment conveying high expectations for the learning of all students (1.5.HE.3)	Instruction maintains goals, activities, and interactions, within the classroom environment conveying clear expectations for student achievement (1.5.E.3)	Instruction maintains goals and activities within the classroom environment conveying little expectations for student achievement (1.5.IN.3)	Instruction is without structure and student expectations are unclear (1.5.I.3)

1.6 Assesses Student Learning for Planning

The school professional's: (1.6.HE.1)	The school professional's: (1.6.E.1)	The school professional's: (1.6.IN.1)	The school professional's: (1.6.I.1)
Students are aware of how they are meeting the established goals and expectations while monitoring their individual progress (1.6.HE.2)	Students are aware of how they are meeting the established goals and expectations (1.6.E.2)	Students demonstrate little awareness of meeting established goals and expectations (1.6.IN.2)	Students are unaware of their goals and expectations (1.6.I.2)

Domain 2: Effective Instruction, Treatment, and/or Instructional Support

2.1 Communicates Clearly and Accurately

The school professional's: (2.1.HE.1)	The school professional's: (2.1.E.1)	The school professional's: (2.1.IN.1)	The school professional's: (2.1.I.1)
Directions and procedures are clear to students and students demonstrate understanding and application (2.1.HE.2)	Directions and procedures are clear to students and anticipate possible student misunderstanding (2.1.E.2)	Directions and procedures are clear to students (2.1.IN.2)	Directions and procedures are not clear (2.1.I.2)
Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson (2.1.HE.3)	Spoken and written language is clear and correct with well-chosen vocabulary (2.1.E.3)	Spoken and written language is clear and correct (2.1.IN.3)	Spoken and written language is not clear and contains errors (2.1.I.3)

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Questions are of varied and require higher level thinking skills with the teacher eliciting correct responses (2.1.HE.4)	Questions elicit appropriate responses and adequate time is generally allowed for students to respond (2.1.E.4)	Questions elicit appropriate responses (2.1.IN.4)	Students are not able to respond and/or teacher does not give them time to formulate a response (2.1.I.4)
Classroom interaction and communication strategies allow for meaningful discussion and engagement for all students (2.1.HE.5)	Communication strategies provide opportunities for students to engage in meaningful discussion (2.1.E.5)	Communication strategies provide for some student engagement in discussion (2.1.IN.5)	The students are not engaged in discussion (2.1.I.5)

2.2 Demonstrates Knowledge of Specialty Area

The school professional: (2.2.HE.1)	The school professional: (2.2.E.1)	The school professional: (2.2.IN.1)	The school professional: (2.2.I.1)
Displays solid knowledge in their area of specialty (Braille, Sign Language, Various Therapies, Early Childhood, etc.) and makes connections between the content/skill and other parts of the discipline, or other disciplines (2.2.HE.2)	Displays knowledge in their area of specialty (Braille, Sign Language, Various Therapies, Early Childhood, etc.), core subjects at different grade levels, and makes connections between the content/skill and other parts of the discipline (2.2.E.2)	Displays knowledge in their area of specialty (Braille, Sign Language, Various Therapies, Early Childhood, etc.), core subjects at different grade levels, and makes connections (2.2.IN.2)	Knowledge of specialty area is not evident (2.2.I.2)
Displays and applies continuing search for evidence-based practice related to the teaching of Indiana standards or foundations (2.2.HE.3)	Displays knowledge of evidence-based practice related to the teaching of Indiana standards or foundations (2.2.E.3)	Displays knowledge of practices related to the teaching of Indiana standards or foundations (2.2.IN.3)	Knowledge of evident based practices is not evident (2.2.I.3)

2.3 Establishes a Culture for Learning

The school professional: (2.3.HE.1)	The school professional: (2.3.E.1)	The school professional: (2.3.IN.1)	The school professional: (2.3.I.1)
Attitude conveys genuine enthusiasm for the subject and conveys the contents importance (2.3.HE.2)	Attitude conveys genuine enthusiasm for the subject (2.3.E.2)	Attitude conveys some enthusiasm for the subject (2.3.IN.2)	Attitude is neutral or negative toward the subject (2.3.I.2)
Planning and delivering of learning activities, establishes and maintains an environment that promotes high quality student outcomes (2.3.HE.3)	Planning and delivering of learning activities, establishes and maintains an environment that promotes quality student outcomes (2.3.E.3)	Planning and delivering of learning activities, promotes predictable student outcomes (2.3.IN.3)	Planning and delivering of learning activities, is not evident and student outcomes are unclear (2.3.I.3)
Goals, activities, interactions, and the classroom environment convey high expectations for student achievement (2.3.HE.4)	Goals, activities, interactions, and the classroom environment convey clear expectations for student achievement (2.3.E.4)	Goals, activities, interactions, and the classroom environment convey some expectations for student achievement (2.3.IN.4)	Goals, activities, interactions, and the classroom environment convey unclear or no expectations (2.3.I.4)
Interactions with students create an environment conducive to improving outcomes for all students (2.3.HE.5)	Interactions with students create an environment conducive to improving student outcomes (2.3.E.5)	Interactions with students create an environment in which some student outcomes improve (2.3.IN.5)	Interactions with students are unproductive (2.3.I.5)

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2.4 Possesses Knowledge of Resources that Assist with Student Learning

The school professional: (2.4.HE.1)	The school professional: (2.4.E.1)	The school professional: (2.4.IN.1)	The school professional: (2.4.I.1)
Actively seeks outside and community materials and resources to enhance instruction (2.4.HE.2)	Is aware of and utilizes resources available through the school, district, and cooperative (2.4.E.2)	Is aware of resources available through the school, district, and cooperative (2.4.IN.2)	Displays little or no knowledge of available resources (2.4.I.2)
Applies various combinations of resources to maximize individual students experience and achievement (2.4.HE.3)	Utilizes resources to help students gain access to the curriculum resulting in some student successes (2.4.E.3)	Utilizes resources to help students gain access to the curriculum (2.4.IN.3)	Does not utilize resources (2.4.I.3)

2.5 Manages Student Behavior

The school professional's: (2.5.HE.1)	The school professional's: (2.5.E.1)	The school professional's: (2.5.IN.1)	The school professional's: (2.5.I.1)
Standards of conduct are clear and consistent and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and live up to the standards most of the time (2.5.HE.2)	Provides standards of conduct that are clear and consistent, and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and standards (2.5.E.2)	Provides standards of conduct that are based on a positive intervention philosophy. Some students demonstrate an understanding of the philosophy or standards (2.5.IN.2)	Standards of conduct are unclear and inconsistent (2.5.I.2)
Monitoring is subtle and proactive. Data is collected on regular basis and interventions are adjusted as necessary (2.5.HE.3)	Is alert to student behavior at all times. Appropriate data is collected on a regular basis (2.5.E.3)	Monitors some student behavior and data is inconsistent (2.5.IN.3)	Unaware of student behavior and data is inadequate or irrelevant (2.5.I.3)
Anticipates and redirects misbehavior while appropriately utilizing positive behavior interventions to avoid loss of instruction a majority of the time (2.5.HE.4)	Responds consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time (2.5.E.4)	Responds consistently to misbehavior (2.5.IN.4)	Inconsistent response to student behavior (2.5.I.4)

2.6 Manages Physical Space

The school professional: (2.6.HE.1)	The school professional: (2.6.E.1)	The school professional: (2.6.IN.1)	The school professional: (2.6.I.1)
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Promotes/collaborates with classroom teacher for a safe classroom or other learning environment. The furniture arrangement is a resource for learning activities and is monitored and adjusted based on changes in learning needs. Students use physical resources optimally, and all learning is equally accessible to all students (2.6.HE.2)	Promotes/Collaborates with classroom teacher for a safe and accessible classroom or other learning environment. The furniture arrangement facilitates learning activities (2.6.E.2)	Maintains/Advises with classroom teacher for a safe classroom or other learning environment with some learning areas (2.6.IN.2)	Classroom is unsafe and disorganized (2.6.I.2)
Uses physical resources skillfully. Learning is accessible to all students (i.e. Slant Boards, FM Trainers, Standers, Equipment, computers & software, etc.) (2.6.HE.3)	Uses physical resources so learning is accessible to all students (i.e. Slant Boards, FM Trainers, Standers, Equipment, computers & software, etc.) (2.6.E.3)	Uses physical resources for student learning (2.6.IN.3)	Does not adequately utilize physical resources (2.6.I.3)

2.7 Engages Students in Learning

The school professional's: (2.7.HE.1)	The school professional's: (2.7.E.1)	The school professional's: (2.7.IN.1)	The school professional's: (2.7.I.1)
Students are cognitively engaged in the activities and assignments in their exploration of content according to skill level (2.7.HE.2)	Content is appropriate and links well with student's knowledge, experience, cognitive and developmental levels (2.7.E.2)	Content is appropriate (2.7.IN.2)	Content is not on appropriate levels for students (2.7.I.2)
Instruction is productive and actively engages students to mastery of the goals of the lesson (2.7.HE.3)	Instruction sessions are productive with students actively engaged (2.7.E.3)	Instruction has some students engaged (2.7.IN.3)	Students are not engaged in the lesson (2.7.I.3)
Instruction materials, assistive technology and other resources are suitable to the goals and engage students mentally (2.7.HE.4)	Instruction materials, assistive technology and other resources are suitable to the goals (2.7.E.4)	Instruction materials, assistive technology and other resources are utilized (2.7.IN.4)	Instruction materials, assistive technology and other resources are not visible (2.7.I.4)
Instruction structure is highly coherent, allowing for reflection and closure as appropriate (2.7.HE.5)	The Instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities (2.7.E.5)	The Instruction has a clearly defined structure (2.7.IN.5)	The instruction has loose or no structure (2.7.I.5)
Pacing of the Instruction is beneficial for all students and Procedure is to frequently check for understanding and receives meaningful feedback from students (2.7.HE.6)	Procedure is to frequently check for understanding and receives meaningful feedback from students (2.7.E.6)	Procedure is to frequently check for understanding (2.7.IN.6)	No checks for student understanding (2.7.I.6)

2.8 Exhibits Flexibility and Responsiveness

The school professional: (2.8.HE.1)	The school professional: (2.8.E.1)	The school professional: (2.8.IN.1)	The school professional: (2.8.I.1)
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Successfully makes an adjustment to a lesson, and the adjustment clearly improves the direction of the lesson (2.8.HE.2)	Makes necessary adjustments to lesson based on student feedback and the adjustment occurs smoothly (2.8.E.2)	Makes few adjustments during lessons (2.8.IN.2)	Lessons are rigid (2.8.I.2)
Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment (2.8.HE.3)	Successfully accommodates relevant student questions or interests (2.8.E.3)	Responds to some student input (2.8.IN.3)	Fails to respond to students during lesson (2.8.I.3)
Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school (2.8.HE.4)	Using a moderate repertoire of strategies persists in seeking approaches for students who have difficulty learning (2.8.E.4)	Has a limited repertoire of strategies for students with learning difficulties (2.8.IN.4)	Does not modify or utilize differing strategies (2.8.I.4)
Makes a thoughtful and accurate assessment of a lesson effectiveness and the extent to which it achieved its goals citing specific alternative actions or ideas to build future lessons (2.8.HE.5)	Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals (2.8.E.5)	Makes a superficial assessment of a lesson's effectiveness (2.8.IN.5)	Does not reflect on lessons effectiveness (2.8.I.5)

Domain 3: Leadership and Professional Responsibilities

3.1 Advocates for Student Success: TOR or TOS

If TOR, the school professional's: (3.1.HE.1)	If TOR, the school professional's: (3.1.E.1)	If TOR, the school professional's: (3.1.IN.1)	If TOR, the school professional's: (3.1.I.1)
Goals are measurable, clearly written and go beyond present levels of performance (3.1.HE.2)	Goals are measurable, clearly written and based on present levels of performance (3.1.E.2)	Goals are measurable and clearly written (3.1.IN.2)	Goals are not measurable or clearly written. (3.1.I.2)
Services are aligned with goals and provide support that leads to student independence (3.1.HE.3)	Services are aligned with goals and provide for adequate support (3.1.E.3)	Services are aligned with goals (3.1.IN.3)	Services are not provided nor aligned with goals (3.1.I.3)
IEPs recommend appropriate accommodations and their use is clearly defined (3.1.HE.4)	IEPs recommend appropriate accommodations (3.1.E.4)	IEP recommends inappropriate accommodations (3.1.IN.4)	IEPs contain no accommodations (3.1.I.4)
Notes clearly and succinctly capture relevant discussions (3.1.HE.5)	Notes capture discussions (3.1.E.5)	Notes are written in the IEP (3.1.IN.5)	IEPs do not contain any additional notes (3.1.I.5)
Components of the IEP are accurately completed and the document meets the "stranger" test (3.1.HE.6)	Components of the IEP are accurately completed (3.1.E.6)	Components of the IEP are completed (3.1.IN.6)	Components of the IEP are inaccurate (3.1.I.6)

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If TOS: (3.1.HE.7)	If TOS: (3.1.E.7)	If TOS: (3.1.IN.7)	If TOS: (3.1.I.7)
Displays commitment to the education of all students (3.1.HE.8)	Displays commitment to the education of all students (3.1.E.8)	Displays commitment to the education of all students (3.1.IN.8)	The teacher rarely or never displays commitment to the education of students (3.1.I.8)
Makes changes and takes risks to ensure student success (3.1.HE.9)	Attempts to resolve obstacles around student achievement (3.1.E.9)		Teacher accepts failure as par for the course (3.1.I.9)
	Advocates for student's individualized needs (3.1.E.10)		Does not advocate for student needs (3.1.I.10)

3.2 Fulfills Professional TOR/Caseload Responsibilities

The school professional: (3.2.HE.1)	The school professional: (3.2.E.1)	The school professional: (3.2.IN.1)	The school professional: (3.2.I.1)
Provides service logs that are accurate and updated daily (3.2.HE.2)	Maintains accurate information logs regarding service provision and student progress (3.2.E.2)	Service logs report service provision (3.2.IN.2)	Service logs are inaccurate and do not contain student progress (3.2.I.2)
Documents both Instruction and Non-Instruction information, including parent contacts, daily (3.2.HE.3)	Maintains accurate records on Non-Instruction information (3.2.E.3)	Maintains records on non-instructional matters (3.2.IN.3)	Records are not maintained for non-instructional matters (3.2.I.3)
Maintains caseload records and other information provided to schools and Coop that are accurate and submitted in a timely manner (3.2.HE.4)	Maintains caseload records and other information provided to schools and Co-op that are submitted in a timely manner (3.2.E.4)	Records are submitted to the schools and Co-op (3.2.IN.4)	Records are not submitted to schools or Co-op (3.2.I.4)
If part of assigned duties, expectations are clear and the paraprofessionals or assistants are assigned for maximum productivity (3.2.HE.5)	Is creative and flexible in scheduling workloads for paraprofessionals and/or assistants, as well as self (3.2.E.5)	Paraprofessionals or assistants are assigned (3.2.IN.5)	If part of assigned duties, paraprofessionals or assistants are not assigned for maximum productivity (3.2.I.5)
Frequently evaluates the workload of the paraprofessional or assistant and initiates reassignment as indicated (3.2.HE.6)	If part of assigned duties, paraprofessionals or assistants are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. Principal and local and co-op supervisors are informed of any areas of improvement needed and any progress monitoring data (3.2.E.6)	If part of assigned duties, paraprofessionals or assistants are evaluated regularly (3.2.IN.6)	Paraprofessionals or assistants are not evaluated regularly or accurately (3.2.I.6)
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present (3.2.HE.7)	Students and/or Case Conference notices are entered appropriately into the IIEP system prior to conference (3.2.E.7)	Student information is entered into the IIEP system (3.2.IN.7)	Student information is not submitted into the IIEP system (3.2.I.7)

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3.3 Collaborates & Communicates Professionally to Promote Student Success

The school professional's: (3.3.HE.1)	The school professional's: (3.3.E.1)	The school professional's: (3.3.IN.1)	The school professional's: (3.3.I.1)
Communication is at all times handled with professionalism (3.3.HE.2)	Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner (3.3.E.2)	Most communication is handled in a professional manner (3.3.IN.2)	Communication is not handled in a professional manner. (3.3.I.2)
Exhibits a pattern of responding to communication and the processing of information within 24 hours on a routine basis with professionalism and sensitivity (3.3.HE.3)	Exhibits a pattern of Responding to communication and the processing of information are handled in a timely manner, within 48-hours with professionalism and sensitivity (3.3.E.3)	Communication is rarely handled in a timely manner (3.3.IN.3)	Communication is never handled in a timely manner (3.3.I.3)
Maintains ongoing communication with appropriate personnel ensuring that they are properly informed about changes in students, staff or programming (3.3.HE.4)	Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming (3.3.E.4)	Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming (3.3.IN.4)	Communication is lacking to appropriate personnel (3.3.I.4)
Defuses contentious situations during the case conference (3.3.HE.5)	Is prepared and communicates professionally at case conferences (3.3.E.5)	Has some information/data to contribute to the case conference (3.3.IN.5)	Is unprepared with information/data for the case conference (3.3.I.5)
As chair, runs the meeting efficiently while allowing opportunity for all to participate (3.3.HE.6)	As chair, allows the opportunity for all to participate (3.3.E.6)	As chair, some opportunity is allowed for some to participate (3.3.IN.6)	As chair, no opportunity is allowed for participation (3.3.I.6)
Collaborates with school personnel before the IEP and is prepared to communicate professionally at case conferences (3.3.HE.7)			

3.4 Engages Families in Student Learning

The school professional: (3.4.HE.1)	The school professional: (3.4.E.1)	The school professional: (3.4.IN.1)	The school professional: (3.4.I.1)
Provides frequent and quality information to parents as appropriate about the program and their child's progress (3.4.HE.2)	Communicates with parents about student's progress on a regular basis (3.4.E.2)	Has some parent contact, not on a regular basis (3.4.IN.2)	No parent contacts are maintained (3.4.I.2)
Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity (3.4.HE.3)	Provides student's materials/examples to their families demonstrating progress and areas requiring attention (3.4.E.3)	Student progress through materials/examples is infrequently shared with parents (3.4.IN.3)	Is unable to demonstrate progress of student to parents (3.4.I.3)

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Seeks new strategies for engagement with student's family (3.4.HE.4)	Demonstrates consistent engagement with parents (3.4.E.4)	Demonstrates little engagement with parents (3.4.IN.4)	Shows no engagement with parents (3.4.I.4)
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3.5 Contributes to the School, District and/or Co-op

The school professional: (3.5.HE.1)	The school professional: (3.5.E.1)	The school professional: (3.5.IN.1)	The school professional: (3.5.I.1)
Takes initiative to support and provides leadership in promoting a productive and collegial climate (3.5.HE.2)	Supports and cooperation characterize relationships with colleagues (3.5.E.2)	Relationships with colleagues are professional in manner (3.5.IN.2)	Ongoing relationship issues with colleagues are poor (3.5.I.2)
Volunteers to participate in school and SCASEC committees and/or projects, making a significant contribution by assuming a leadership role. Volunteers to train and assist others (3.5.HE.3)	Volunteers to participate in school or SCASEC committees/projects, and actively participates (3.5.E.3)	Participates in school or SCASEC committees/ projects when asked (3.5.IN.3)	Does not participate in school or SCASEC committees/projects (3.5.I.3)

3.6 Advances Professional Skills & Knowledge

The school professional: (3.6.HE.1)	The school professional: (3.6.E.1)	The school professional: (3.6.IN.1)	The school professional: (3.6.I.1)
Seeks out opportunities for professional development and applies new knowledge to students (3.6.HE.2)	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill (3.6.E.2)	Takes opportunities for professional development when requested to do so (3.6.IN.2)	Does not take part in professional development (3.6.I.2)
Earns additional hours and/or advanced degrees related to enhancing student learning (3.6.HE.3)	Takes responsibility to obtain professional growth needed to maintain licensure or expand licensure (3.6.E.3)	Does minimal professional growth to maintain licensure (3.6.IN.3)	Does not take courses to maintain licensure and allows license to lapse (3.6.I.3)
Volunteers to mentor or coach others providing meaningful guidance (3.6.HE.4)	Initiates and leads activities to contribute and enhance professional growth of others (3.6.E.4)	Attends professional growth opportunities provided by the corporation or SCASEC (3.6.IN.4)	Does not participate in professional growth opportunities (3.6.I.4)

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Domain 4: Core Professionalism

4.1 Attendance and On-Time Arrival

School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions (4.1.MS)

School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions (4.1.DNMS)

4.2 Policies and Procedures

School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures (4.2.MS)

School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures (4.2.DNMS)

4.3 Respect

School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner (4.3.MS)

School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner (4.3.DNMS)

4.4 Ethical

School Professional exhibits behavior in accordance with the established code of conduct and performs the function of the job in an ethical manner (4.4.MS)

School Professional exhibits behavior contrary to the established code of conduct and/or has performed the job in an ethical manner (4.4.DNMS)

SUMMATIVE RATING ____