Duneland School Corporation

Certified Employee Evaluation and Growth Plan

2025-2026

Version – April 22, 2025

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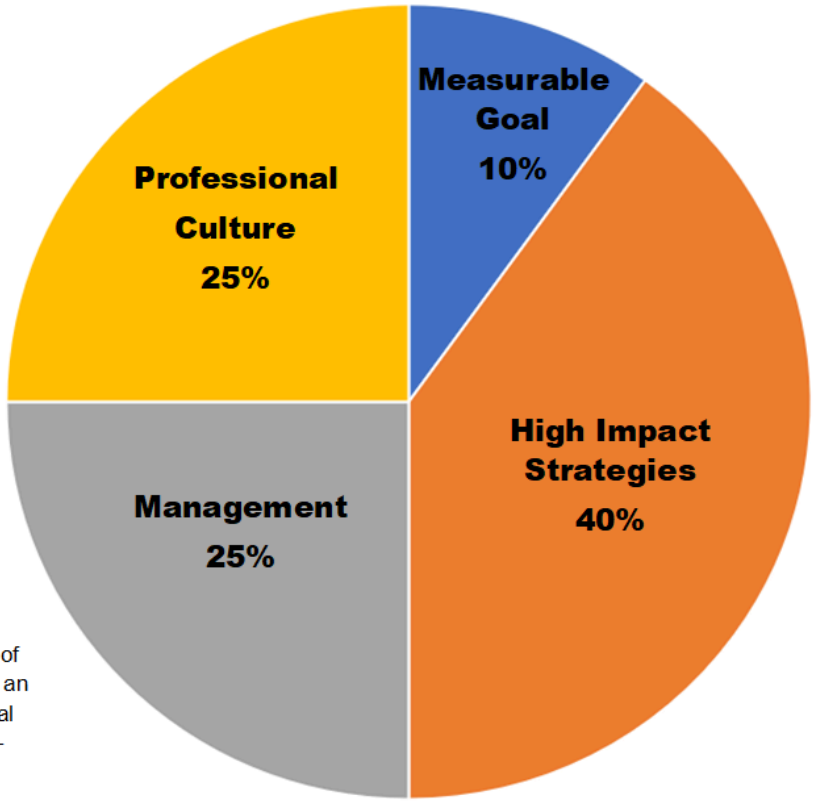
Appendices

DSC Certified Employee Evaluation & Growth Plan Overview

Professional Culture - In order to sustain the intense energy and leadership necessary within the school community to ensure the achievement of all students, Certified staff members must positively contribute to the school's culture, effectively collaborate with colleagues and engage families in learning. In addition, this domain represents non-negotiable aspects of the profession; attendance, compliance with policies and procedures, respect for colleagues and students, etc.

Yearly Goal - Certified staff members will create an ambitious and measurable goal connected to the DSC Strategic Plan, their building's School Improvement Plan, PLC goal and/or a specific academic goal. The goal will be coordinated with the primary evaluator.



High Impact Strategies - Certified staff members will select one (1) high impact strategy from a predetermined list to focus on during the school year. Evaluations will focus on the successful implementation of these strategies within the school environment. Where applicable, professional development will be provided to certified staff members.

Management - Certified Staff members will create a culture of respect and collaboration and an atmosphere where instructional time is maximized and distractions are minimized.

Overview

The purpose of this document is to outline and explain the Duneland School Corporation (DSC) Certified Employee Evaluation and Growth Plan. The model is a locally developed plan.

The following handbook represents a collaborative effort that ensures the DSC Certified Employee Evaluation and Growth Plan. complies with Indiana Code.

This plan will be discussed through a means mutually agreed upon by the DSC administration and Duneland Teachers' Association, and it will be reviewed by the Board of Trustees prior to evaluations beginning each school year.

2025-2026 Evaluation Plan Review Team Members

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Evaluation Plan Timeline

August – September

- Administration gives an overview of the evaluation process to all certified employees.
- Principal assigns primary evaluator (when applicable).

September - October

- Certified staff members shall create a measurable goal connected to their building's School Improvement Plan, PLC goal, DSC Strategic Plan and/or a personal academic goal
    - Examples: NWEA BOY-to-EOY Growth, ILEARN passing, AP test results, dual credit attainment, IREAD passing, etc.
        - For example, 80% of AP Psychology students will pass the AP exam with a score of 3, 4 or 5.
    - Principals will share their goals with certified staff members and guide them in creating the measurable goal(s).
    - These goals will be critical in conversations during PLCs.
    - The goal shall be coordinated with the primary evaluator.
- Certified staff members will select a high impact strategy from a predetermined list to focus on during the school year. Evaluations will focus on the successful implementation of these strategies within the school environment.
    - The strategy shall be coordinated with the primary evaluator.

September – December

- Evaluator makes a minimum of one observation prior to the end of the 1st semester.

December – February

- Certified staff member and evaluator shall meet for the Mid-Year Conference at the employee's request or evaluator's discretion.

January – April

- Evaluator continues to make observations (when applicable) and provide feedback.

May – June

- Evaluator completes observations and scores the DSC Summative Evaluation Rubric.

Upon Collection of Data (including information from the state)

- Evaluator completes Summative Evaluation. (The timing of completing the summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana. The data is needed to evaluate some measurable goals and to

identify any certified staff member who negatively impacts student achievement and growth per Indiana Code.
- Evaluator gives the certified staff members a copy of the Summative Evaluation within 7 days of the Summative Evaluation Conference (IC 20-28-11.5-6).

Evaluator Determination

All building and district administrators will serve as certified staff member evaluators. For a school with more than one evaluator (Principal, Assistant Principal, Dean, etc.), all certified staff are divided between the administrators. As an example, at Chesterton High School, all certified staff are divided between the five building administrators. Additionally, some of the administrators may serve as secondary evaluators for individual employees. All evaluators must complete evaluator training before conducting any observations.

Evaluation Steps

Step 1: Beginning-of-Year Overview

Evaluators shall give an overview of the evaluation process to all certified employees

- Review the evaluation process
    - Discuss measurable goal process
        - Share district, building and administrator goals
            - Collaborate on measurable goal selection
    - When applicable, share one-page overview of each strategy
        - Discuss identified high impact strategies
            - Professional development opportunities for identified strategies
                - Collaborate on strategy selection

Certified staff members on an improvement plan may be required to write a professional development plan with the primary evaluator at the beginning of the school year. The Certified Employee Evaluation and Growth Plan will be incorporated into the certified employee's improvement plan.

Step 2: Observations

During the school year, evaluators (both primary and/or secondary) will collect evidence through a series of observations, conferences and/or the collection of artifacts. Observations are to be conducted on each certified employee (including employees who are retiring). There must be at least one observation in the first semester for certified staff members.

Due to the specialized role of some certified positions (school counselors, instructional coaches, etc.), evaluation documentation may include classroom observations, the structured review of program/curriculum development and implementation, participation in school or corporation-based initiatives such as MTSS, PLC's, etc.

The following table indicates minimum requirements for observations.

Probationary Staff Members (1st & 2nd year DSC staff members)	**Professional/Established Staff Members**
Certified staff members who are in their first or second year of employment under a teaching contract in DSC. Any certified staff member with "Improvement Necessary" or "Ineffective" ratings the previous year.	Certified staff members entering Year 3 and beyond years of experience within the Duneland School Corporation.
Minimum 2 observations	Minimum 2 observations
Mandatory pre/post conferences (unless waived by an administrator)	Optional pre/post conferences, but can be required by administrator or requested by the certified staff member

- All certified employees will be evaluated.
- Observations will have **no time limit specified.**
    - The time limit will be left to the discretion of the evaluator based on what is needed for the observation.
- Observations **may** be scheduled.
- Certified employees have the option to wave evaluators off.
- A professional/established employee who receives two (2) consecutive annual ratings of ineffective, as determined by the school corporation, on annual evaluation under I.C. 20-28-11.5 will revert to “Probationary” status as defined in Indiana law.
    - In addition, an improvement plan will be implemented.
- Certified employees considered professional or established can waive pre/post conference, but administrators can require the conference.
- At any point, the evaluator and/or certified staff member can request a meeting.
- Certified employees should receive a copy of the observation feedback within five (5) school days.
- Comments on an evaluation may include observations made during walk-throughs, visits to the classrooms, general observations, etc. Evaluator should note that in the comment section.

Step 3: Mid-Year Conference (by employee’s request or evaluator’s discretion)

At the request of the employee or by evaluator’s discretion, a mid-year conference is to be held between December and February where the primary evaluator and employee meet to discuss performance thus far.

This conference will be **mandatory** if an employee is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations or has been rated *ineffective* or *improvement necessary* on an evaluation within the past three (3) years. This conference is also mandatory for any certified staff member new to the DSC with less than three (3) total years of experience unless waived by the evaluator.

Step 4: DSC Summative Evaluation Rubric - Scoring

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing employee practice on identified strategies from throughout the year. In addition to notes from observations and conferences, certified staff members may provide evidence of management and professional culture responsibilities (see DSC Summative Evaluation Rubrics).
2. **The primary evaluator uses professional judgment to establish final ratings in all four DSC evaluative domains.** After collecting information, the primary evaluator must use professional judgment to assess the employee and assign a rating in each of the four domains. The final rating should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the employee, using the information collected to support the final decision.
    1. The evaluator will use the mode when calculating the final score for each competency and professional discretion.
    2. The evaluator will use the mean when calculating the final score for each domain based on the competency scores and professional discretion.
    3. At this point, each evaluator should have ratings in the four domains that range from scores of 1 (*Ineffective*) to 4 (*Highly Effective*).

Domain 3 (Management) and Domain 4 (Professional Culture) represent non-negotiable aspects of the education profession. The evaluator uses available information and professional judgment to decide if the employee has met the standards for any of the indicators within the two domains. If the employee did not meet Effective level standards in Domain 3 and/or Domain 4 (Ineffective and/or Improvement Necessary), he or she may have a one-point deduction from the final evaluation score (one point total).

In addition, an evaluator may deduct an additional point from Domain 3 or 4 if the employee is placed on a Performance Improvement Plan (PIP) during the school year for behavior related to the domain(s) and is not successful in following the plan (one point total).

Step 5: Summative Evaluation Scoring/Weighting of Domains

The final summative score is calculated by weighting each of the four domains to calculate a final rating.

(EXAMPLE)	**Rating (1-4)**	**Weight**	**Weighted Rating**
Domain 1 – Measurable Goal	4	10%	.4
Domain 2 – Instructional Strategies	4	40%	1.6
Domain 3 - Management	3	25%	.75
Domain 4 – Professional Culture	4	25%	1.0
		Final Score	**3.75 (Highly Effective)**

Overview of Components

Certified employees will be evaluated on four domains:

- Measurable Goal (10%)
- High Impact Strategies (40%) *– domain adjusted for various certified positions (see appendix B)*
- Management (25%) *– domain adjusted for various certified positions (See appendix C)*
- Professional Culture (25%)

Measure: Duneland's locally developed plan (Certified Employee Evaluation and Growth Plan.) is the approved tool. All certified employees are evaluated each year.

Domain 1: Measurable Goal (10%)

Certified employees will create an ambitious and measurable goal connected to the DSC Strategic Plan, their building's School Improvement Plan, PLC goal and/or a specific academic goal. The goal will be coordinated with the primary evaluator.

Domain 2: High Impact Strategies and Educational Frameworks (40%)

Certified staff members will select one (1) high impact strategy from a predetermined list of high strategies to focus on during the school year (Appendix B2). Evaluations will focus on the successful implementation of these strategies within the school environment. Where applicable, professional development opportunities will be provided throughout the year on the predetermined list of strategies. The selection of the strategy will be coordinated with the primary evaluator.

Evaluators and certified staff members will maintain communication about strategy implementation throughout the school year. Certified staff members may provide artifacts on implementation at any time prior to the summative rating being issued.

Non-classroom teachers will select a strategy from the lists found in appendix B3-B7. Evaluations will focus on the successful implementation of these strategies throughout the school year.

In addition to the rubric (2.1), certified staff members and evaluators will share progress on the goal (including what was observed during the evaluation period) via an evidence gathering template.

Domain 3: Management (25%)

The management indicators found in Appendix C will illustrate the level of management mastery certified staff members have in their respective areas of expertise.

Domain 4: Professional Culture (25%)

These indicators illustrate the minimum competencies expected in any profession. The rubric has little to do with teaching and learning and more to do with basic employment practices and expectations. Certified staff members are expected to meet these standards. If they do not, it will affect their overall rating negatively.

4.1 – Professional Conduct (Policies & Procedures, Attendance, On-time Arrival)
4.2 – Showing Professionalism
4.3 – Participation in Professional Communities

Performance Level Ratings

Each certified staff member will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective: A *highly effective* certified staff member consistently exceeds expectations.** This is a certified staff member who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* employee's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* certified staff member consistently meets expectations.** This is a certified staff member who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* employee's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A certified staff member who is rated as *improvement necessary* requires a change in performance before they meet expectations.** This is a certified staff member who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of an employee rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective: An *ineffective* certified staff member consistently fails to meet expectations.** This is a certified staff member who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *ineffective* employee's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Weighting of Measures

The primary goal of the weighting method is to treat certified staff members as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.00-1.74	1.75 to 2.49 points	2.5 to 3.49 points	3.5 to 4.0 points

1. Point — 1.75 Points — 2.5 Points — 3.5 Points — 4.0 Points

Domain 3 (Management) and Domain 4 (Professional Culture) represent non-negotiable aspects of the education profession. The evaluator uses available information and professional judgment to decide if the employee has met the standards for any of the indicators within the two domains. If the employee did not meet Effective level standards in Domain 3 and/or Domain 4 (Ineffective and/or

Improvement Necessary), he or she may have a one-point deduction from the final evaluation score (one point total).

In addition, an evaluator may deduct an additional point from Domain 3 or 4 if the employee is placed on a Performance Improvement Plan (PIP) during the school year for behavior related to the domain(s) and is not successful in following the plan (one point total).

Instruction Delivered by a Certified Staff Member Rated Ineffective

A student may not be instructed for two (2) consecutive years by two (2) consecutive **Ineffective** teachers.

If it becomes impossible to keep a student from receiving instruction for two (2) consecutive years by two (2) consecutive **Ineffective** teachers, then the parents of the applicable student will be notified in writing by the building administrator or designee of the situation prior to the start of the second school year.

Length of Service

A certified staff member must work a minimum of 60 days to receive a summative evaluation rating. If a certified staff member works fewer than 60 days throughout the school year, the certified staff member will be observed and evaluated as time permits but will not receive a summative evaluation rating.

End-of-Year Summative Evaluation Conference

The primary evaluator shall meet with each certified staff member in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the certified staff member within seven (7) days of the end-of-year summative evaluation conference.

If a certified staff member receives a rating of ineffective or needs improvement, the evaluator and the certified staff member shall develop a remediation plan to address deficiencies. The plan should not be more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the employee's license renewal credits in professional development activities intended to help the certified staff member improve.

The Duneland School Corporation (DSC) Certified Employee Evaluation and Growth Plan will be reviewed by certified staff and administrative representatives annually. All evaluation procedures will be discussed, and modifications may occur if deemed necessary to improve the plan. All employees rated as ineffective have the right to request a private conference with the superintendent.

Appendix A – All

Measurable Goal (10%)

Certified staff members will create an ambitious and measurable goal connected to the DSC Strategic Plan, their building's school improvement plan, department goal, PLC goal and/or a specific academic goal. The goal must be coordinated with the primary evaluator.

Domain 1 - Measurable Goal			
Highly Effective	Effective	Improvement Necessary	Ineffective
Goal Has Been Met and/or Strides Have Been Made on Goal Attainment	**Minimal Strides Have Been Made on Goal Attainment**	**Minimal Effort Has Been Made on Goal Attainment**	**No Effort Has Been Made on Goal Attainment**
Certified staff member completed and/or made strides on achieving their defined ambitious and measurable goal. Artifacts are available to support goal completion and/or progress.	Certified staff member made some strides on achieving their defined ambitious and measurable goal. Artifacts are available to support goal selection and progress.	Certified staff member made minimal effort on achieving their defined ambitious and measurable goal. Artifacts are not available to support goal progress.	Certified staff member made no strides on achieving their defined ambitious and measurable goal.

Appendix B-1 - High Impact Strategies and Educational Frameworks (40%) – All Certified Staff Rubric

Certified staff members will select one (1) high impact strategy from a predetermined list to focus on during the school year. Evaluations will focus on the successful implementation of these strategies within the school environment. Where applicable, professional development will be provided to certified staff members.

Predetermined High Impact Strategy Lists

- Teachers & Reading Specialists - Appendix B-2
- School Counselors - Appendix B-3
- Instructional Coaches - Appendix B-4
- Special Education Coordinators - Appendix B-5
- Media Center Specialists - Appendix B-6
- Athletic Directors - Appendix B-7

Domain 2 – High Impact Strategies			
Element 2.1 – The Certified Staff Member Effectively Utilizes High Impact Strategies			
Highly Effective	Effective	Improvement Necessary	Ineffective
The certified staff member ● Seeks out professional learning opportunities beyond those offered by DSC and/or takes a leadership role in developing others' understanding of the preselected high impact strategy.	The certified staff member ● Actively engaged in a variety of professional learning opportunities offered by DSC in developing understanding of the preselected high impact strategy.	The certified staff member ● Does not actively engage in professional learning opportunities offered by DSC in developing understanding of the preselected high impact strategy.	The certified staff member ● Demonstrates resistance towards professional learning opportunities offered by DSC in developing understanding of the preselected high impact strategy.
● Successfully modifies the strategy to meet the needs of diverse learners.	● Perseveres to modify the strategy to meet the needs of diverse learners and is somewhat successful.	● Attempts to modify the strategy to meet the needs of diverse learners, but is not successful.	● Does not attempt to modify the strategy to meet the needs of diverse learners.
● Actively engages in self-assessment and is responsive to feedback, leading to continuous refinement and positive student engagement.	● Is responsive to feedback, leading to continuous refinement and positive student engagement.	● Shows hesitancy in seeking feedback and may be hesitant to adapt or refine the strategy based on suggestions.	● Does not attempt to modify or improve practice based on feedback.
● Makes significant strides to utilize a preselected developmentally appropriate high impact strategy effectively and seamlessly within the school setting.	● Makes strides to effectively use a preselected high impact strategy within the school setting.	● Makes minimal effort to utilize a preselected high impact strategy within the school setting.	● Makes no effort to utilize a preselected high impact strategy within the school setting.
		● Implementation efforts depict a lack of effort and/or knowledge.	● Implementation efforts are nonexistent.

Appendix B-2 - Domain 2 - All Teachers & Reading Specialists

High Impact Strategies/Educational Framework (see below for additional information):

- Providing feedback
- Metacognitive strategies
- Effective questioning
- Collaborative learning
- Explicit instruction
- Active Learning
- UDL (Universal Design for Learning)

A one-page overview of each strategy will be provided to each certified staff member. Evaluators and certified staff members will maintain communication about strategy implementation throughout the school year. Certified staff members may provide artifacts on implementation at any time prior to the summative rating being issued.

In addition to the rubric, certified staff members and evaluators may share progress on the goal (including what was observed during the evaluation period) via an evidence gathering template.

DSC High-Impact Strategies

Name of Instructional Strategy	Link or Cite Resource(s) on the Strategy	Related DSC Initiatives	Short Description of Strategy
Providing Feedback	Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). *A handbook for classroom instruction that works*. ASCD. John Hattie: *Feedback In Schools*; *Revisiting the Power of Feedback from the Perspective of the Learner* Grant Wiggins UDL Hattie (0.7)	Grading practices, GVC, PLC, MTSS	Across the research on instructional strategies, providing feedback has been cited as one of the highest impact teaching strategies. According to Wiggins, "Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement" (2012). Yet, many teachers struggle with the concept. Some of us have misconceptions that numeric scores, letter grades, advice, praise, and other forms of evaluation are feedback. Strictly speaking, feedback is descriptive information about how students are doing in their efforts to reach a specific learning goal or set of learning goals (Wiggins, 2012). Although feedback is generally beneficial, not all feedback is good feedback, and when not implemented correctly, feedback can have a negative impact on student achievement (Goodwin & Miller, 2012).

Name of Instructional Strategy	Link or Cite Resource(s) on the Strategy	Related DSC Initiatives	Short Description of Strategy
Metacognitive Strategies	Marzano, R.J. (2017). *The new art and science of teaching*. ASCD/Solution Tree. UDLHattie (0.6)	Grading practices, GVC, MTSS, PLC	Researcher John Hattie determined that, in meta-analyses, metacognitive strategies offer an effect size of 0.6 (0.4 is designated as the hinge point), demonstrating that this strategy is of high impact (Hattie, 2011). Metacognitive strategies are an umbrella-level concept that includes a number of practices. To understand the function of metacognitive strategies, it's helpful to understand what *cognitive* skills are. Cognitive skills are "those needed to effectively process information and complete tasks" (Marzano, 2017, p.111). *Metacognitive* strategies involve learning how to apply executive control over these cognitive-skill tasks. By incorporating metacognitive strategies in the classroom, we may empower students to improve self-regulation in their learning and in completing more complex tasks by becoming more aware of their learning and performance in relation to their intended learning and performance goals.
Effective Questioning	Knight, J. (2012). *High impact instruction: A framework for great teaching*. Corwin. Hattie (.48)	GVC	Effective questioning opens opportunities for students to engage in open dialogue with peers to discuss different points of view, argue effectively, and comfortably express opinions. Effective questioning supports formal and informal assessment and provides the teacher with immediate feedback on effective teaching strategies. Teachers prepare for their lessons by planning questions ahead of time.
Collaborative and Cooperative Learning	Cornell University: Center for Teaching Innovation - Collaborative Learning The Education State: High Impact Teaching Strategies "Processing Content" p. 44-49 in Marzano, R.J. (2017). *The new art and science of teaching*. ASCD/Solution Tree.	GVC, MTSS	Collaborative and cooperative learning involves students working in pairs or small groups to discuss concepts, process content, and find solutions to problems. This strategy has the potential to promote higher-level thinking, improve oral communication, and increase student retention. Some strategies that could be implemented are collaborative processing, jigsaw collaborative learning, reciprocal teaching, think-pair-share, and scripted cooperative dyads.

	Hattie (0.34)		
Direct (Explicit) Instruction	Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge. Hattie (0.6)	GVC, PLC, MTSS	Instructor clearly shows students what to do and how to do it. Students are not left to construct this information for themselves. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modeling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together (Hattie, 2008).

Active Learning	Cornell University Center for Teaching Innovation. (n.d.). Active learning. Effect size: 0.47-0.76	GVC, MTSS, UDL	Active learning emphasizes the active involvement of students in their own learning journey. It moves beyond the traditional model where students are primarily recipients of information, instead requiring them to actively engage with the material through various means. This engagement is not solely about physical activity but also involves active cognitive processing and the building of knowledge.
Universal Design for Learning (UDL)	CAST. (n.d.). UDL guidelines. Effect size: 0.5-0.6	GVC, MTSS, PLC, UDL	Universal Design for Learning (UDL) is a transformative framework that addresses barriers to learning and promotes accessible and engaging learning environments for all students. UDL recognizes variability as the norm and designs learning environments to meet varying needs proactively. The goal of UDL is learner agency that is purposeful, reflective, authentic, and action-oriented.

Appendix B-3 - Domain 2 – Counselors (ASCA School Counselor Annual Performance Appraisal Excerpts)

- Trauma Informed Practices
- Restorative Practices
- Anxiety Interventions
- Solution Focused Brief Therapy
- Grief Therapy
- Academic Intervention Processes - MTSS
- Suicide Prevention and Awareness
- College and Career Readiness Programming
- Academic Support Planning (504, ILP, etc.)
- Student Behavior Intervention Support Planning (Tier 3)

Appendix B-4 - Domain 2 – Instructional Coaches

1. **Data & Evidence -** Instructional coaches' partner with teachers in using a variety of sources of data to obtain a clear picture of current reality and track progress over time.

2. **Feedback** - Instructional coaches provide direct, non- evaluative feedback while listening to the perspectives, opinions, and concerns of teachers.

3. **Goal Setting** - Effective instructional coaches' partner with teachers to set powerful, emotionally compelling goals and to monitor progress toward these goals.

4. **Questioning** - Effective instructional coaches carefully formulate and ask questions that are short and clear, focus on the collaborating teachers, and empower others to have brilliant insights.

5. **Presentation** - Instructional coaches design engaging, enjoyable, and effective presentations and work with their audience as partners to inspire real and transformative learning.

6. **Conversation & Communication** - Instructional coaches communicate with teachers in a spirit of partnership using a dialogical approach. Coaches effectively share their expertise with teachers and clearly position them as decision- makers.

Appendix B-5 – Domain 2 – Special Education Coordinators

Strategies

1. Evaluating instructional impact (valid and equitable)
2. Visioning/Goal Setting/ Implementing programmatic change
3. Building Consensus/Collective Efficacy

Appendix B-6 - Domain 2 – Media Center Specialists (National School Library Standard Excerpts)

Media Center Specialists:

1. teach learners to display curiosity and initiative when seeking information
2. promote new knowledge generation
3. implement and model an inquiry-based process
4. promote working productively with others to solve problems
5. foster active participation in learning situations
6. challenge learners to act on an information need
7. promote information gathering appropriate to the task
8. foster learners' personal curiosity
9. stimulate learners to construct new knowledge
10. support learners' engagement with information to extend personal learning

Appendix B-7 - Domain 2 – Athletic Directors (National Interscholastic Athletic Administrators Association Standard Excerpts)

The Athletic Director:

1. Develops and maintains a comprehensive education-based athletic program which seeks the highest development of all participants, and which respects the individual dignity, self-worth, and safety of every student-athlete.
2. Strives to provide inclusive education-based athletic programs which provide participation opportunities for student-athletes of all abilities and backgrounds.
3. Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program and enhances the learning process.
4. Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student-athletes, and community to commit to these high standards.

Appendix C-1 - Management (25%) – Instructional Staff (including media center specialists and reading specialists)

Certified staff members will create a classroom culture of respect and collaboration and an atmosphere where instructional time is maximized and distractions are minimized.

Domain 3 - Management			
Element 3.1 - Creating an Environment of Respect and Rapport			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following:			
• Classroom interactions among the certified staff member and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.	• Certified staff member student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.	• Patterns of classroom interactions between the certified staff member and students are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students needs	• Patterns of classroom interactions between the certified staff member and students are mostly negative, inappropriate, or insensitive to student needs. Interactions are characterized by sarcasm, put-downs, or conflict.
• Students exhibit respect for the certified staff member and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.	• Students and certified staff members exhibit respect for one another.	• Certified staff member attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral or negative.	• Certified staff member does not deal with disrespectful behavior.
	• Certified staff member responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.		

Domain 3 - Management			
Element 3.2 – Establishing a Culture for Learning			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. ● The certified staff member conveys high expectations for learning by all students and insists on hard work. ● Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.	● The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. ● The certified staff member conveys that with hard work students can be successful. ● Classroom interactions support learning and hard work.	● The classroom culture is characterized by little commitment to learning by the certified staff member. ● The certified staff member appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. ● The certified staff member conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	● The classroom culture is characterized by a lack of certified staff member commitment to learning. Hard work is not expected or valued. ● Medium or low expectation for student achievement is the norm, with high expectations for learning reserved for only one or two students.

Domain 3 - Management			
Element 3.3 – Managing Classroom Procedures			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Instructional time is maximized because of efficient classroom routines and procedures. ● Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. ● Routines are well understood and may be initiated by students.	● There is little loss of instructional time because of effective classroom routines and procedures. ● The certified staff member's management of instructional groups and the handling of materials and supplies are consistently successful. ● With minimal guidance and prompting, students follow established classroom routines.	● Some instructional time is lost through only partially effective classroom routines and procedures. ● The certified staff member's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. ● With regular guidance and prompting, students follow established routines.	● Much instructional time is lost through inefficient classroom routines and procedures. ● There is little or no evidence that the certified staff member is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. ● There is little evidence that students know or follow established routines.

Domain 3 - Management			
Element 3.4 – Managing Student Behavior			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Certified staff members' monitoring of student behavior is subtle and preventive. ● Certified staff member's response to student misbehavior is sensitive to individual student needs and respects students' dignity	● The certified staff member monitors student behavior against established standards of conduct. ● Certified staff member response to student misbehavior is consistent, proportionate, respectful to students, and effective.	● Standards of conduct appear to have been established, but their implementation is inconsistent. ● Certified staff member tries, with uneven results, to monitor student behavior and respond to student misbehavior. ● There is inconsistent implementation of the standards of conduct.	● There appear to be no established standards of conduct and little or no certified staff member monitoring of student behavior. ● Students challenge the standards of conduct without any redirection from the certified staff member. ● Response to students' misbehavior is repressive or disrespectful of student dignity.

Domain 3 - Management			
Element 3.5 – Maximize Instructional Time			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing without prompting from the certified staff member ● Students are always engaged in meaningful work while waiting for the certified staff member (for example, during attendance) ● Students share responsibility for operations and routines and work well together to accomplish these tasks ● All students are on--task and follow instructions of certified staff member without much prompting ● Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson ● Instruction is from bell to bell	● Students are aware of the consequences of arriving late (unexcused) ● Class starts on-time ● Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing with minimal prompting from the certified staff member ● Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) ● Certified staff member delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective ● Almost all students are on-task and follow instructions of certified staff member without much prompting ● Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	● Some students consistently arrive late (unexcused) for class without consequences ● Class may consistently start late ● Routines, transitions, and procedures are in place, but require significant certified staff member direction or prompting to be followed ● There is more than a brief period when students are left without meaningful work to keep them engaged ● Certified staff member may delegate lesson time inappropriately between parts of the lesson ● Significant prompting from the certified staff member is necessary for students to follow instructions and remain on-task ● Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and certified staff member may have to stop the lesson frequently to address the problem	● Students may frequently arrive late (unexcused) for class without consequences ● Certified staff member may frequently start class late ● There are few evident routines or procedures in place Students are unclear about what they should be doing and require significant direction ● There are significant periods of time in which students are not engaged in meaningful work ● Certified staff member wastes significant time between parts of the lesson due to classroom management issues ● Even with significant prompting, students frequently do not follow directions and are off task ● Disruptive behaviors and off-task conversations are common and frequently cause the certified staff member to have to adjust the lesson

Domain 3 - Management			
Element 3.6 - Collaboration, Planning, Accountability and Monitoring for IEP/ILP/504 students.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: Consistently communicates and collaborates to provide objective, data driven information in the form of present levels, assessment outcomes and classroom grades. General Education and EXL Teachers *collaborate* with each other or contribute written information in a timely manner when necessary to create a compliant IEP/ ILP/ 504 plan that will appropriately address student needs and guide instruction, and accommodations/services.	Provides objective, data driven information in the form of present levels, assessment outcomes and classroom grades to describe a student's progress in a timely manner to create a compliant IEP/ ILP/504 plan.	Provides inconsistent or limited information for IEP, ILP, 504 plan development. Information submitted is not provided in a timely manner, data driven or objective.	Is unresponsive to requests for information (including present levels, assessment outcomes, grades) regarding student progress for IEP, ILP, 504 plans, does not attend case conferences, or provides ineffective contribution at conferences.
Develops ambitious, measurable and achievable annual goals based on assessment data that supports state standards including content connectors and enhances classroom performance.	Develops annual student goals that are measurable and aligned to both developmental/state standards AND identified student needs based on assessment data.	Develops annual student goals that are measurable; however, goals may not align to developmental/state standards or use assessment data to identify student needs.	Rarely or never develops annual goals for students or goals are developed, but are extremely general, not based on data and not helpful for planning purposes.
The teacher utilizes instructional techniques that adhere to requirements of IEPs, ILPs, 504s, etc. (ex. accommodations, behavior interventions, services)	Teacher has provided IEP, EL, 504 students the appropriate accommodations and services to be engaged in content.	IEP, EL, 504 students are sometimes provided with the necessary accommodations to engage in content.	IEP, EL, 504 students are not provided with the necessary accommodations to engage in content.
The teacher monitors and reports student data and analyzes progress (data collection and progress monitoring). Uses data analysis of student progress to drive instruction.	Uses an effective data tracking and reporting system for recording student assessment/progress data. Analyzes student progress towards mastery and to drive instruction.	The teacher records student assessments, but does not use data to analyze student progress towards mastery or to drive instruction.	The teacher rarely or never uses a data tracking system to record student assessment/progress data.

Appendix C-2 - Management (25%) – School Counselors

Domain 3 – Management - School Counselors			
Element 3.1 – Provide Appraisal and Advisement in Large Group, Classroom, Small-Group and Individual Settings			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Creates plans and pathways for students to achieve immediate and long-range plans ● Develops improvement plans for students based on assessment results ● In an age-appropriate manner, exposes students to various postsecondary options ● Provides exceptional support for students who are encountering academic and/or social/emotional concerns	● Assists student with developing immediate and long-range plans ● Helps students interpret assessment results ● Helps students understand how academic performance relates to the world of work, family, life and community service ● Helps students understand the importance of postsecondary education and/or training as a pathway to a career ● Helps students and/or parents navigate academic and/or social/emotional concerns ● Uses various measures to help students understand their abilities, values and career interests (if applicable)	● Discusses the importance of planning but does not assist students in the development process ● Reviews assessment results but doesn't share results with students ● Does not adequately connect the importance of academic performance as it relates to the world of work, family, life and community service ● Explains the importance of postsecondary education and/or training as a pathway to a career in a manner that a student doesn't understand ● Attempts to assist parents and/or students with academic and/or social/emotional concerns are not consistent	● Does not address immediate or long-range planning with students ● Does not analyze assessment results ● Is not able to connect the importance of academic performance as it relates to the world of work, family, life and community service ● Makes no effort to explain the importance of postsecondary education and/or training as a pathway to a career ● Does not make adequate attempts to assist parents and/or students with academic and/or social/emotional concerns

Domain 3 – Management - School Counselors			
Element 3.2 – Consult to Support Student Achievement and Success			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Leads the effort to determine and implement strategies to support student success ● Leads collaboration efforts with school counselors and other education and counseling professionals on school counseling practices ● Consistently provides quality in-service training or workshops for families, certified staff members, administrators and other school staff to share school counseling expertise	● Gathers information on student needs from families, certified staff members, administrators and other school staff to inform the selection of strategies for student success ● Shares strategies that support student achievement with families, certified staff members, administrators and other school staff ● Consults with school counselors and other education and counseling professionals when questions of school counseling practices arise ● Facilitates in-service training or workshops for families, certified staff members, administrators and other school staff to share school counseling expertise	● Occasionally gathers information on student needs from families, certified staff members, administrators and other school staff to inform the selection of strategies for student success ● Rarely shares strategies that support student achievement with families, certified staff members, administrators and other school staff ● Rarely consults with colleagues on school counseling practices ● Will only provide in-service training or workshops for families, certified staff members, administrators on school counseling matters as a last resort	● Does not address or incorporate strategies to support student success ● Does not consult with colleagues on school counseling practices ● Makes little to no effort to provide in-service training or workshops for families, certified staff members, administrators on school counseling matters

Domain 3 – Management - School Counselors			
Element 3.3 – Collaborate with Stakeholders for Student Achievement and Success			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Leads efforts in student advocacy as it relates to educational opportunities ● Successfully implements student achievement opportunities in conjunction with all key stakeholders ● Successfully identifies and resolves crisis situation with students	● Partners with others to advocate for student achievement and educational equity and opportunities ● Works collaboratively with families to increase student achievement opportunities ● Identifies and involves appropriate school and community professionals as well as the family in a crisis situation	● Student advocacy efforts are limited ● Works independently on student achievement opportunities ● Does not collaborate with appropriate professionals when addressing crisis situations	● Student advocacy efforts are nonexistent ● Works ineffectively on efforts to increase student opportunities ● Does not effectively handle crisis situations

Appendix C-3 - Management (25%) – Instructional Coaches

Domain 3 - Management – Instructional Coaches			
Element 3.1 - The coach collaborates with colleagues to improve individual and team practices by facilitating professional dialogue, peer observation and feedback, formal coaching, and other collegial learning activities.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The instructional coach exemplifies exceptional collaboration with colleagues, fostering a culture of continuous improvement in individual and team practices. Through their skilled selection and utilization of professional dialogue, peer observation and feedback, formal coaching, and other collegial learning activities, they consistently foster the professional growth of their colleagues.	● The instructional coach consistently collaborates with colleagues to improve individual and team practices by facilitating professional dialogue, peer observation and feedback, formal coaching, and other collegial learning activities.	● The instructional coach has shown some efforts in facilitating professional dialogue, peer observation and feedback, formal coaching, and other collegial learning activities. There is a need for improvement in consistently engaging in collaborative efforts and utilizing effective strategies to support professional growth.	● The instructional coach fails to collaborate with colleagues to improve individual and/or team practices. This lack of engagement hinders the development of a collaborative and supportive learning environment.

Domain 3 - Management – Instructional Coaches			
Element 3.2 - The coach assists the teacher member to use assessment data to identify student strengths and areas for student growth.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The instructional coach consistently demonstrates a deep understanding of data analysis techniques and collaboratively works with certified staff members to analyze assessment data and identify both student strengths and areas for student growth. The instructional coach provides comprehensive support, offering targeted resources and strategies that empower certified staff members to leverage data-driven insights and promote a culture of data-informed instruction.	● The instructional coach consistently utilizes data analysis techniques and collaboratively works with certified staff members to identify student strengths and areas for student growth. They offer certified staff members relevant strategies and resources to help certified staff members leverage assessment data for targeted instruction. Their efforts contribute to improved instructional effectiveness.	● The instructional coach demonstrates a limited understanding of data analysis techniques or struggles to collaborate effectively with certified staff members in analyzing assessment results. There is a need for improvement in consistently providing support and guidance in helping certified staff members to leverage assessment data for instructional decision-making.	● The instructional coach frequently fails to assist certified staff members in using assessment data to identify student strengths and areas for growth. They lack the necessary knowledge and skills to effectively analyze assessment results or provide meaningful support to certified staff members.

Domain 3 - Management – Instructional Coaches			
Element 3.3 - The coach plans for and can articulate specific strategies, content, and delivery that will meet the needs of individuals or groups of students and teachers.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The instructional coach consistently demonstrates exceptional planning and development of highly specific strategies, content, and delivery approaches that effectively address the needs of individuals or groups of certified staff members and their students. They demonstrate a deep understanding of instructional practices, and their strategies and delivery methods are consistently successful in meeting the needs of their target audience.	● The instructional coach plans for and accurately articulates specific strategies, content, and delivery that meet the needs of individuals or groups of students and certified staff members. They demonstrate a proficient understanding of instructional practices, and they consider the varying needs of the target audience during the planning and delivery of content.	● The instructional coach demonstrates a limited understanding of instructional practices or addressing the diverse needs of target audiences during the planning and/or delivery of content. There is a need for improvement in consistently considering the characteristics of and meeting the needs of students and certified staff members.	● The instructional coach consistently fails to demonstrate an understanding of instructional practices and addressing the diverse needs of target audiences during the planning and delivery of content. Substantial improvement is needed to effectively support the needs of certified staff members and their students.

Domain 3 - Management – Instructional Coaches			
Element 3.4 - The coach's expectations are clear, coherent, and precise. The coach is intentional in using well-timed strategies and language that are appropriate for adult learners and designed to create an environment for reciprocity.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The instructional coach's expectations are consistently clear, coherent, and precise. They are intentional in using well-timed presentation strategies and language that is appropriate for adult learners. The instructional coach establishes a high degree of clarity, understanding, and reciprocity among participants, resulting in transformative professional learning experiences.	● The instructional coach's expectations are consistently clear, coherent, and precise. They are intentional in using well-timed presentation strategies and language that is appropriate for adult learners and designed to create an environment for reciprocity.	● The instructional coach's expectations are sometimes clear, coherent, and precise. They may struggle to use well-timed presentation strategies and language appropriate for adult learners. The instructional coach's approach could be further developed to create an environment for reciprocity.	● The instructional coach's expectations are unclear and imprecise. They frequently struggle to use well-timed presentation strategies and language appropriate for adult learners. Substantial improvement is needed to effectively establish clarity, understanding, and reciprocity.

Domain 3 - Management – Instructional Coaches			
Element 3.5 - The coach has positive rapport with teachers and demonstrates respect for and interest in individual students' and teachers' experiences, thoughts, and opinions.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The instructional coach consistently establishes positive rapport with certified staff members and demonstrates respect for and interest in individual certified staff members' experiences, thoughts, and opinions. The instructional coach maintains meaningful connections that promote collaboration and support between certified staff members.	● The instructional coach consistently establishes positive rapport with certified staff members and demonstrates respect for and interest in individual certified staff members' experiences, thoughts, and opinions.	● The instructional coach inconsistently establishes positive rapport with certified staff members, leading to limited trust and support. There is a need to show greater respect for and interest in individual certified staff members' experiences, thoughts, and opinions.	● The instructional coach consistently fails to establish positive rapport with certified staff members, resulting in a lack of trust and respect. They show disinterest or disregard for individual certified staff members' experiences, thoughts, and opinions, hindering meaningful partnerships.

Appendix C-4 - Management (25%) – Special Education Coordinators

Domain 3 – Management – Special Education Coordinators			
Element 3.1 – Interpersonal Skills – Interactions with families and staff			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Always uses a two-way system that supports proactive and personalized communication with families, students and staff. ● Always communicates respectfully with families, students and staff and demonstrates understanding and appreciation of different family's backgrounds and experiences.	● Regularly uses a two-way system that supports proactive and personalized communication with families, students and staff. ● Regularly communicates respectfully with families, students and staff and demonstrates understanding and appreciation of different family's backgrounds and experiences.	● Relies primarily on sharing general information and announcements with families, students and staff through one-way media and usually responds promptly to communications from families. ● May communicate respectfully and make efforts to consider different family backgrounds and experiences but does so inconsistently or does not demonstrate understanding and sensitivity.	● Rarely communicates with families, students and staff except through required reports; rarely solicits or responds promptly to communications from families. ● Makes few attempts to respond to different families, students and staff needs and/or responds inappropriately or disrespectfully.

Domain 3 - Management – Special Education Coordinators			
Element 3.2 – Using data to inform instruction and make IEP and programmatic decisions			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses insights gained to improve practice and student outcomes. These insights are shared with colleagues. Is able to model this element. ● Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.	● Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes. ● Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	● May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice. ● Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	● Demonstrates limited reflection on practice and/or use of insights gained to improve practice. ● Participates passively in the goal setting process and/or proposes goals that are vague or easy to reach.

Domain 3 - Management – Special Education Coordinators			
Element 3.3 – Knowledge of special education laws, policies and procedures			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: • Has a complete understanding of special education laws, policies and procedures and utilizes this knowledge to make informed decisions as it relates to special education programming for all students. • Utilizes a variety of means to regularly provide advice and expertise that is customized to support certified staff members and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students.	• Consistently and effectively exhibits an understanding of special education laws, policies and procedures and utilizes this knowledge to make informed decisions as it relates to special education programming for all students. • Regularly provides appropriate advice and expertise that is customized to support certified staff members and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	• Does not consistently effectively exhibit an understanding of special education laws, policies and procedures. • Provides advice and expertise to support certified staff members and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	• Rarely and/or ineffectively exhibits an understanding of special education laws, policies and procedures • Regularly provides inappropriate advice; does not provide advice and expertise to certified staff members or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.

Domain 3 - Management – Special Education Coordinators			
Element 3.4 – Professional Responsibilities: Adheres to timelines and expectations			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Demonstrates sound judgment reflecting integrity, honesty and fairness and acts appropriately to protect student confidentiality, rights and safety. ● Abides by all timelines in an exemplary fashion. Is able to model this element. ● Consistently fulfills all professional responsibilities to high standards. Is able to model this element.	● Demonstrates sound judgment and trustworthiness and protects student confidentiality appropriately. ● Abides by all appropriate timelines. ● Consistently fulfills professional responsibilities; is consistently reliable	● Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information. ● Does not consistently abide by all appropriate timelines. ● Occasionally makes errors in records.	● Demonstrates poor judgment and/or discloses confidential student information inappropriately. ● Rarely complies with prescribed deadlines. ● Frequently makes errors in records.

Domain 3 - Management – Special Education Coordinators			
Element 3.5 – Provides professional development and guidance to staff			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Provides exemplary professional development and guidance to DSC staff members. ● Provides individualized professional development based on needs ● Builds on previous professional development to grow skills of team staff	● Provides effective professional development and guidance to DSC staff members. ● Works with stakeholders to determine needs for appropriate professional development	● Does not consistently provide effective professional development or sound guidance to DSC staff members.	● Rarely and/or ineffectively provide effective professional development or sound guidance to DSC staff members.

Appendix C-5 - Management (25%) – Athletic Directors

Domain 3 - Management – Athletic Directors			
Element 3.1 – Coordinates and schedules competitive events and maintains a calendar of events to avoid conflicts in the use of sports, school, transportation and facilities.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Provides exemplary scheduling of all athletic events ● Provides exemplary communication with transportation department regarding transportation to athletic events ● Provides exemplary coordination of school facilities as it relates to athletic events	● Athletic events are scheduled effectively with minimal conflicts ● Transportation is scheduled effectively with minimal conflicts ● Facilities are reserved effectively with minimal conflicts	● Athletic events are scheduled but with regular conflicts ● Transportation is scheduled with regular conflicts ● Facilities are often reserved with conflicts	● Athletic events are rarely scheduled without frequent conflicts and/or are not scheduled at all ● Transportation is rarely scheduled without frequent conflicts and/or are not scheduled at all ● Facilities are rarely scheduled without frequent conflicts and/or are not scheduled at all

Domain 3 - Management – Athletic Directors			
Element 3.2 – Secures adequate personnel for the operation of a sport contest, such as ticket sellers, and takers, police officers at all competitive events, game officials, etc.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Adequate personnel is always secured and are always prepared and equipped to provide an excellent experience to all participants and spectators	● Personnel are secured to effectively run athletic events in an acceptable manner for participants and spectators	● Personnel are secured but are not properly prepared to provide a quality experience for participants and spectators	● Personnel are rarely secured and/or are rarely prepared to provide a quality experience for participants and spectators.

Domain 3 - Management – Athletic Directors			
Element 3.3 – Supervises fan/student behavior at athletic events.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Exemplary supervision is provided to all fans and students. ● Outstanding sportsmanship is expected of all fans and students.	● Effective supervision is provided to all fans and students to make sure spectator behavior does not impact the event	● Supervision is provided but does not prevents fans and students from negatively impacting events due to inconsistent enforcement of rules	● Supervision is rarely provided and/or is ineffective in controlling spectator behavior

Domain 3 - Management – Athletic Directors			
Element 3.4 – Upholds the regulations established in the school athletic handbook, updates and processes revisions as necessary, and informs students of school policies in regard to code of ethics.			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Ensures all student athletes are aware of the expectations of the athletic department and enforces all rules and regulations in an exemplary manner on a consistent basis ● Athletic code is consistently evaluated and updated with stakeholder assistance on an as needed basis	● Effectively enforces the athletic code ● All participants are made aware of the athletic code and the rules and regulations on an annual basis	● Athletic code is enforced in an inconsistent manner ● No process is in place to make sure students are aware of the contents of the athletic code	● The athletic code is not enforced

Domain 3 - Management – Athletic Directors			
Element 3.5 – Athletic coaches are observed, supported and evaluated			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● Coaches are consistently observed and feedback is provided beyond the expected level ● Coaching needs are supported above and beyond the expected level ● Evaluations are conducted annually in a manner that allows all coaches to improve their craft	● Coaches are observed and feedback is provided on a regular basis ● Coaching needs are supported in a manner that allows the coach to succeed ● Evaluations are conducted annually	● Coaches are observed but feedback is rarely provided ● Coaching needs are supported in an insufficient manner ● Evaluations are not completed in a manner to effectively evaluate the coach and/or program	● Coaches are not observed ● Coaching needs are not supported which impacts the success of the coach and/or program ● Evaluations are not completed

Appendix D - Professional Culture (25%) - All

These indicators illustrate the minimum competencies expected in any profession. The rubric has little to do with teaching and learning and more to do with basic employment practices and expectations. All certified staff members are expected to meet these standards.

General Comment: It is understood that if an administrator has a concern about a certified staff member not meeting Professional Culture standards, it will be called to the attention of the staff member as soon as possible so corrective efforts can ensue.

Duneland School Corporation believes that our students are best served each school day by our permanent certified staff. To best meet the needs of our students, staff members are expected to be in attendance serving our students every day school is in session. We also understand that life's circumstances require certified staff members to care for themselves and their family. The district provides the staff with various benefit days for the times when a staff member must be away from school as outlined in their respective contract and/or handbook.

Domain 4 – Professional Culture			
Element 4.1 – Professional Conduct			
	Highly Effective/Effective	Improvement Necessary	Ineffective
Policy & Procedure*	Individual demonstrates a pattern of following state, corporation, and/or school policies and procedures	Individual demonstrates a pattern of failing to follow state, corporation, and/or school policies and procedures at times	Individual demonstrates a pattern of failing to follow state, corporation, and/or school policies and procedures
Attendance	Individual has not demonstrated a pattern of unexcused absences**	Individual demonstrates a pattern of unexcused absences at times**	Individual demonstrates a pattern of unexcused absences**
On-Time Arrival***	Individual has not demonstrated a pattern of unexcused late arrivals	Individual demonstrates a pattern of unexcused late arrivals at times that are in violation of procedures set forth by local school policy, handbook and/or the relevant collective bargaining agreement	Individual demonstrates a pattern of unexcused late arrivals that are in violation of procedures set forth by local school policy, handbook and/or the relevant collective bargaining agreement

* - Complying with policies and procedures includes but is not limited to: Following IEP/504/ILP plans, meeting parent communication expectations (typically emails and phone calls returned within 24 hours during the work week), providing substitute plans, following and enforcing school rules, maintaining/submitting accurate, up-to-date records (attendance, grades, etc.), dressing professionally, etc.

** - Unexcused absence definitions:

1. Requested absence not approved by administration
2. Absence has been misrepresented
3. Absence lacks sufficient documentation when a problematic pattern develops
4. Unpaid absences beyond what is provided in respective contract and/or handbook

*** - On-time arrival means arriving by the beginning of the agreed contract day. Punctuality to PLC meetings, faculty meetings and other professional obligations is included in this standard.

Domain 4 – Professional Culture			
Element 4.2 – Showing Professionalism			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The certified staff member can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The certified staff member is highly proactive in serving students, seeking out resources when needed. ● The certified staff member makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. ● The certified staff member takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. ● The certified staff member complies fully with school and district regulations, taking a leadership role with colleagues.	● The certified staff member displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. ● The certified staff member is active in serving students, working to ensure that all students receive a fair opportunity to succeed. ● The certified staff member maintains an open mind in team or departmental decision making. ● The certified staff member complies fully with school and district regulations.	● The certified staff member is honest in interactions with colleagues, students, and the public. ● The certified staff member's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. ● The certified staff member's decisions and recommendations are based on limited though genuinely professional considerations. ● The certified staff member must be reminded by supervisors about complying with school and district regulations.	● The certified staff member displays dishonesty in interactions with colleagues, students, and the public. ● The certified staff member is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. ● The certified staff member makes decisions and recommendations that are based on self-serving interests. ● The certified staff member does not comply with school and district regulations.

Domain 4 – Professional Culture			
Element 4.3 – Participation in the Professional Community			
Highly Effective	Effective	Improvement Necessary	Ineffective
'Effective' indicators plus some of the following: ● The certified staff member's relationships with colleagues are characterized by mutual support and cooperation, with the certified staff member taking initiative in assuming leadership among the faculty. ● The certified staff member takes a leadership role in promoting a culture of professional inquiry. ● The certified staff member volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	● The certified staff member's relationships with colleagues are characterized by mutual support and cooperation. ● The certified staff member actively participates in a culture of professional inquiry. ● The certified staff member volunteers to participate in school events and in school and district projects.	● The certified staff member maintains somewhat cordial relationships with colleagues to fulfill duties that the school or district requires. ● The certified staff member participates in the school's culture of professional inquiry when directed to do so. ● The certified staff member participates in school events and school and district projects only when repeatedly asked.	● The certified staff member avoids participation in a professional culture of inquiry, resisting opportunities to become involved. ● The certified staff member avoids becoming involved in school events or school and district projects.

Appendix F - Principal Effectiveness Rubrics

Domain 1.1: Teacher Effectiveness - Human Capital Management

1.1.1 Hiring And Retention

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.1.HE.1)*	Principal recruits, hires, and supports teachers by: *(1.1.1.E.1)*	Principal recruits, hires, and supports effective teachers by: *(1.1.1.IN.1)*	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: *(1.1.1.I.1)*
Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; *(1.1.1.HE.2)*	Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions *(1.1.1.E.2)*	Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; *(1.1.1.IN.2)*	Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions *(1.1.1.I.2)*
Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; *(1.1.1.HE.3)*	Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; *(1.1.1.E.3)*	Demonstrating ability to increase some teachers' effectiveness; *(1.1.1.IN.3)*	Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; *(1.1.1.I.3)*
Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). *(1.1.1.HE.4)*	Aligning personnel decisions with the vision and mission of the school. *(1.1.1.E.4)*	Occasionally applying the school's vision/mission to HR decisions. *(1.1.1.IN.4)*	Rarely or never applying the school's vision/mission to HR decisions. *(1.1.1.I.4)*

1.1.2 Evaluation Of Teachers

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.2.HE.1)*	Principal prioritizes and applies teacher evaluations by: *(1.1.2.E.1)*	Principal prioritizes and applies teacher evaluations by: *(1.1.2.IN.1)*	Principal does not prioritize and apply teacher evaluations by: *(1.1.2.I.1)*
Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. *(1.1.2.HE.2)*	Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; *(1.1.2.E.2)*	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; *(1.1.2.IN.2)*	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; *(1.1.2.I.2)*
	Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; *(1.1.2.E.3)*	Using teacher evaluations to partially differentiate the performance of teacher; *(1.1.2.IN.3)*	Rarely or never using teacher evaluation to differentiate the performance of teachers ; *(1.1.2.I.3)*

	Following processes and procedures outlined in the corporation evaluation plan for all staff members *(1.1.2.E.4)*	Following most processes and procedures outlined in the corporation evaluation plan for all staff members. *(1.1.2.IN.4)*	Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members. *(1.1.2.I.4)*

1.1.3 Professional Development

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.3.HE.1)*	Principal orchestrates professional learning opportunities by: *(1.1.3.E.1)*	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: *(1.1.3.IN.1)*	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: *(1.1.3.I.1)*
Frequently creating learning opportunities in which highly effective teachers support their peers; *(1.1.3.HE.2)*	Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; *(1.1.3.E.2)*	Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; *(1.1.3.IN.2)*	Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; *(1.1.3.I.2)*
Monitoring the impact of implemented learning opportunities on student achievement; *(1.1.3.HE.3)*	Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. *(1.1.3.E.3)*	Providing learning opportunities with little variety of format; *(1.1.3.IN.3)*	Providing no variety in format of learning opportunities; *(1.1.3.I.3)*
Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. *(1.1.3.HE.4)*	Providing differentiated learning opportunities to teachers based on evaluation results. *(1.1.3.E.4)*	Providing differentiated learning opportunities to teachers in some measure based on evaluation results. *(1.1.3.IN.4)*	Failing to provide professional learning opportunities based on evaluation results. *(1.1.3.I.4)*

1.1.4 Leadership And Talent Development

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.4.HE.1)*	Principal develops leadership and talent by: *(1.1.4.E.1)*	Principal develops leadership and talent by: *(1.1.4.IN.1)*	Principal does not develop leadership and talent by: *(1.1.4.I.1)*
Encouraging and supporting teacher leadership and progression on career ladders; *(1.1.4.HE.2)*	Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; *(1.1.4.E.2)*	Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; *(1.1.4.IN.2)*	Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; *(1.1.4.I.2)*
Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; *(1.1.4.HE.3)*	Providing formal and informal opportunities to mentor emerging leaders; *(1.1.4.E.3)*	Providing formal and informal opportunities to mentor some, but not all, emerging leaders *(1.1.4.IN.3)*	Rarely or never provides mentorship to emerging leaders; *(1.1.4.I.3)*

Recognizing and celebrating emerging leaders. *(1.1.4.HE.4)*	Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. *(1.1.4.E.4)*	Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. *(1.1.4.IN.4)*	Providing no support and encouragement of leadership and growth; *(1.1.4.I.4)*
			Frequently assigns responsibilities without allocating necessary authority. *(1.1.4.I.5)*

1.1.5 Delegation

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.5.HE.1)*	Principal delegates tasks and responsibilities appropriately by: *(1.1.5.E.1)*	Principal delegates tasks and responsibilities appropriately by: *(1.1.5.IN.1)*	Principal does not delegate tasks and responsibilities appropriately by: *(1.1.5.I.1)*
Encouraging and supporting staff members to seek out responsibilities; *(1.1.5.HE.2)*	Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; *(1.1.5.E.2)*	Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; *(1.1.5.IN.2)*	Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; *(1.1.5.I.2)*
Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. *(1.1.5.HE.3)*	Monitoring the progress towards success of those to whom delegations have been made; *(1.1.5.E.3)*	Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; *(1.1.5.IN.3)*	Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; *(1.1.5.I.3)*
	Providing support to staff members as needed. *(1.1.5.E.4)*	Providing support, but not always as needed. *(1.1.5.IN.4)*	Rarely or never providing support. *(1.1.5.I.4)*

1.1.6 Strategic Assignment

Highly Effective	Effective	Needs Improvement	Ineffective
? At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.6.HE.1)*	Principal uses staff placement to support instruction by: *(1.1.6.E.1)*	Principal uses staff placement to support instruction by: *(1.1.6.IN.1)*	Principal does not use staff placement to support instruction by: *(1.1.6.I.1)*
Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. *(1.1.6.HE.2)*	Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; *(1.1.6.E.2)*	Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. *(1.1.6.IN.2)*	Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs. *(1.1.6.I.2)*

	Strategically assigning support staff to teachers and classes as necessary to support student achievement. *(1.1.6.E.3)*		

1.1.7 Addressing Teachers Who Are In Need Of Improvement Or Ineffective

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.1.7.HE.1)*	Principal addresses teachers in need of improvement or ineffective by: *(1.1.7.E.1)*	Principal addresses teachers in need of improvement or ineffective by: *(1.1.7.IN.1)*	Principal does not address teachers in need of improvement or ineffective by: *(1.1.7.I.1)*
Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. *(1.1.7.HE.2)*	Developing remediation plans with teachers rated as ineffective or in need of improvement; *(1.1.7.E.2)*		Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; *(1.1.7.I.2)*
Staying in frequent communication with teachers on remediation plans to ensure necessary support; *(1.1.7.HE.3)*	Monitoring the success of remediation plans; *(1.1.7.E.3)*	Occasionally monitoring the success of remediation plans; *(1.1.7.IN.3)*	Rarely or never monitoring the success of remediation plans; *(1.1.7.I.3)*
	Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. *(1.1.7.E.4)*	Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. *(1.1.7.IN.4)*	Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. *(1.1.7.I.4)*

Domain 1.2: Teacher Effectiveness - Instructional Leadership

1.2.1 Mission And Vision

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.2.1.HE.1)*	Principal supports a school-wide instructional vision and/or mission by: *(1.2.1.E.1)*	Principal supports a school-wide instructional vision and/or mission by: *(1.2.1.IN.1)*	Principal does not support a school-wide instructional vision and/or mission by: *(1.2.1.I.1)*
Defining long, medium, and short-term application of the vision and/or mission; *(1.2.1.HE.2)*	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); *(1.2.1.E.2)*	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); *(1.2.1.IN.2)*	Failing to adopt a school-wide instructional vision and/or mission; *(1.2.1.I.2)*
Monitoring and measuring progress toward the school's vision and/or mission; *(1.2.1.HE.3)*	Defining specific instructional and behavioral actions linked to the school's vision and/or mission *(1.2.1.E.3)*	Making significant key decisions without alignment to the vision and/or mission; *(1.2.1.IN.3)*	Defining a school-wide instructional vision and/or mission that is not applied to decisions; *(1.2.1.I.3)*

Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. *(1.2.1.HE.4)*	Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. *(1.2.1.E.4)*	Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. *(1.2.1.IN.4)*	Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness. *(1.2.1.I.4)*
Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; *(1.2.1.HE.5)*	Ensuring all key decisions are aligned to the vision and/or mission; *(1.2.1.E.5)*		

1.2.2 Classroom Observations

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.2.2.HE.1)*	Principal uses classroom observations to support student academic achievement by: *(1.2.2.E.1)*	Principal uses classroom observations to support student academic achievement by: *(1.2.2.IN.1)*	Principal uses classroom observations to support student academic achievement by: *(1.2.2.I.1)*
Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; *(1.2.2.HE.2)*	Visiting all teachers frequently (announced and unannounced) to observe instruction; *(1.2.2.E.2)*	Occasionally visiting teachers to observe instruction; *(1.2.2.IN.2)*	Rarely or never visiting teachers to observe instruction; *(1.2.2.I.2)*
Monitoring the impact of feedback provided to teachers. *(1.2.2.HE.3)*	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; *(1.2.2.E.3)*	Occasionally analyzing student performance data to drive instruction evaluate instructional quality; *(1.2.2.IN.3)*	Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; *(1.2.2.I.3)*
	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. *(1.2.2.E.4)*	Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. *(1.2.2.IN.4)*	Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. *(1.2.2.I.4)*

1.2.3 Teacher Collaboration

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.2.3.HE.1)*	Principal supports teacher collaboration by: *(1.2.3.E.1)*	Principal supports teacher collaboration by: *(1.2.3.IN.1)*	Principal does not support teacher collaboration by: *(1.2.3.I.1)*

Monitoring collaborative efforts to ensure a constant focus on student learning; *(1.2.3.HE.2)*	Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; *(1.2.3.E.2)*	Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; *(1.2.3.IN.2)*	Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; *(1.2.3.I.2)*
Tracking best collaborative practices to solve specific challenges; *(1.2.3.HE.3)*	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; *(1.2.3.E.3)*	Supporting and encouraging teamwork and collaboration in a limited number of ways; *(1.2.3.IN.3)*	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; *(1.2.3.I.3)*
Holding collaborating teams accountable for their results. *(1.2.3.HE.4)*	Aligning teacher collaborative efforts to the school's vision/mission. *(1.2.3.E.4)*	Occasionally aligning teacher collaborative efforts to instructional practices. *(1.2.3.IN.4)*	Rarely or never aligning teacher collaborative efforts to instructional practices. *(1.2.3.I.4)*

Domain 1.3: Teacher Effectiveness - Leading Indicators of Student Learning

1.3.1 Planning And Developing Student Learning Objectives

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.3.1.HE.1)*	Principal supports the planning and development of Student Learning Objectives (SLOs) by: *(1.3.1.E.1)*	Principal supports the creation of Student Learning Objectives (SLOs) by: *(1.3.1.IN.1)*	Principal does not support the creation of Student Learning Objectives by: *(1.3.1.I.1)*
Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; *(1.3.1.HE.2)*	Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; *(1.3.1.E.2)*	Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; *(1.3.1.IN.2)*	Failing to organize/provide opportunities for teacher collaboration; *(1.3.1.I.2)*
Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; *(1.3.1.HE.3)*	Collaborating with teachers to identify standards or skills to be assessed; *(1.3.1.E.3)*	Occasionally collaborating with teachers to identify standards or skills to be assessed; *(1.3.1.IN.3)*	Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; *(1.3.1.I.3)*
Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; *(1.3.1.HE.4)*	Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; *(1.3.1.E.4)*	Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; *(1.3.1.IN.4)*	
Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; *(1.3.1.HE.5)*	Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. *(1.3.1.E.5)*	Working with teachers only occasionally throughout the year to measure progress towards goals; *(1.3.1.IN.5)*	Not meeting with teachers throughout the year to look at progress towards goals. *(1.3.1.I.5)*

Revisiting the use and design of teacher and school-wide tracking tools. *(1.3.1.HE.6)*	Utilizing a tracking tool to monitor school-wide progress on SLOs; *(1.3.1.E.6)* Ensuring teachers utilize a tracking tool to show student progress towards SLOs. *(1.3.1.E.7)*	Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. *(1.3.1.IN.6)*	

1.3.2 Rigorous Student Learning Objectives

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.3.2.HE.1)*	Principal creates rigor in SLOs by: *(1.3.2.E.1)*	Principal creates rigor in SLOs by: *(1.3.2.IN.1)*	Principal creates rigor in SLOs by: *(1.3.2.I.1)*
Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; *(1.3.2.HE.2)*	Ensuring teachers' SLOs define desired outcomes; *(1.3.2.E.2)*	Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; *(1.3.2.IN.2)*	Allowing for outcomes to be benchmarked to less than typical growth; *(1.3.2.I.2)*
Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. *(1.3.2.HE.3)*	Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; *(1.3.2.E.3)*	Assessing baseline data that may not be effectively used to assess students' starting points; *(1.3.2.IN.3)*	Failing to assess baseline knowledge of students; *(1.3.2.I.3)*
	Ensuring assessments used correspond to the appropriate state content standards; *(1.3.2.E.4)*	Selecting and allowing for assessments that may not be appropriately aligned to state content standards. *(1.3.2.IN.4)*	Failing to select assessments that are appropriately aligned to content standards. *(1.3.2.I.4)*
	Ensuring an analysis of previous year's student performance is included in the development of SLOs; *(1.3.2.E.5)*		
	Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. *(1.3.2.E.6)*		

1.3.3 Instructional Time

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(1.3.3.HE.1)*	Principal supports instructional time by: *(1.3.3.E.1)*	? ?Principal supports instructional time by: *(1.3.3.IN.1)*	? ???Principal does not support instructional time by: *(1.3.3.I.1)*

Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. *(1.3.3.HE.2)*	Removing all sources of distractions of instructional time; *(1.3.3.E.2)*	Removing major sources of distractions of instructional time; *(1.3.3.IN.2)*	Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; *(1.3.3.I.2)*
	Promoting the sanctity of instructional time; *(1.3.3.E.3)*	Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; *(1.3.3.IN.3)*	Rarely or never promoting the sanctity of instructional time; *(1.3.3.I.3)*
	Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. *(1.3.3.E.4)*	Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. *(1.3.3.IN.4)*	Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. *(1.3.3.I.4)*

Domain 2.1: Leadership Actions - Personal Behavior

2.1.1 Professionalism

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.1.1.HE.1)*	Principal displays professionalism by: *(2.1.1.E.1)*	Principal supports professionalism by: *(2.1.1.IN.1)*	Principal does not support professionalism by: *(2.1.1.I.1)*
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; *(2.1.1.HE.2)*	Modeling professional, ethical, and respectful behavior at all times; *(2.1.1.E.2)*	Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; *(2.1.1.IN.2)*	Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; *(2.1.1.I.2)*
Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times *(2.1.1.HE.3)*	Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. *(2.1.1.E.3)*	Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. *(2.1.1.IN.3)*	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. *(2.1.1.I.3)*

2.1.2 Time Managment

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.1.2.HE.1)*	Principal manages time effectively by: *(2.1.2.E.1)*	Principal manages time effectively by: *(2.1.2.IN.1)*	Principal manages time effectively by: *(2.1.2.I.1)*

Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; *(2.1.2.HE.2)*	Establishing yearly, monthly, weekly, and daily priorities and objectives; *(2.1.2.E.2)*	Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; *(2.1.2.IN.2)*	Rarely or never establishing timely objectives or priorities; *(2.1.2.I.2)*
Monitoring use of time to identify areas that are not effectively utilized; *(2.1.2.HE.3)*	Identifying and consistently prioritizing activities with the highest-leverage on student achievement. *(2.1.2.E.3)*	Occasionally prioritizes activities unrelated to student achievement. *(2.1.2.IN.3)*	Regularly prioritizing activities unrelated to student achievement; *(2.1.2.I.3)*

2.1.3 Using Feedback To Improve Student Performance

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.1.3.HE.1)*	Principal uses feedback to improve student performance by: *(2.1.3.E.1)*	Principal uses feedback to improve student performance by: *(2.1.3.IN.1)*	Principal does not use feedback to improve student performance by: *(2.1.3.I.1)*
Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; *(2.1.3.HE.2)*	Actively soliciting feedback and help from all key stakeholders; *(2.1.3.E.2)*	Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; *(2.1.3.IN.2)*	Regularly avoiding or devaluing feedback; *(2.1.3.I.2)*
Identifying the most efficient means through which feedback can be generated. *(2.1.3.HE.3)*	Acting upon feedback to shape strategic priorities to be aligned to student achievement. *(2.1.3.E.3)*	Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. *(2.1.3.IN.3)*	Rarely or never applying feedback to shape priorities. *(2.1.3.I.3)*
Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback. *(2.1.3.HE.4)*			

2.1.4 Initiative And Persistence

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.1.4.HE.1)*	Principal displays initiative and persistence by: *(2.1.4.E.1)*	Principal displays initiative and persistence by: *(2.1.4.IN.1)*	Principal does not display initiative and persistence by: *(2.1.4.I.1)*
Exceeding typical expectations to accomplish ambitious goals; *(2.1.4.HE.2)*	Consistently achieving expected goals; *(2.1.4.E.2)*	Achieving most, but not all expected goals; *(2.1.4.IN.2)*	Rarely or never achieving expected goals; *(2.1.4.I.2)*
Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; *(2.1.4.HE.3)*	Taking on voluntary responsibilities that contribute to school success; *(2.1.4.E.3)*	Occasionally taking on additional, voluntary responsibilities that contribute to school success; *(2.1.4.IN.3)*	Rarely or never taking on additional, voluntary responsibilities that contribute to school success; *(2.1.4.I.3)*

Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. *(2.1.4.HE.4)*	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; *(2.1.4.E.4)*	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; *(2.1.4.IN.4)*	Rarely or never taking risks to support students in achieving results; *(2.1.4.I.4)*
	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. *(2.1.4.E.5)*	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. *(2.1.4.IN.5)*	Never seeking out potential partnerships. *(2.1.4.I.5)*

Domain 2.2: Leadership Actions - Building Relationships

2.2.1 Culture Of Urgency

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.2.1.HE.1)*	Principal creates an organizational culture of urgency by: *(2.2.1.E.1)*	Principal creates an organizational culture of urgency by: *(2.2.1.IN.1)*	Principal does not create an organizational culture of urgency by: *(2.2.1.I.1)*
Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; *(2.2.1.HE.2)*	Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; *(2.2.1.E.2)*	Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; *(2.2.1.IN.2)*	Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; *(2.2.1.I.2)*
	Leading a relentless pursuit of these expectations. *(2.2.1.E.3)*	Occasionally leading a pursuit of these expectations. *(2.2.1.IN.3)*	Failing to identify the efforts of students and teachers, thus unable to align these efforts. *(2.2.1.I.3)*

2.2.2 Communication

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.2.2.HE.1)*	Principal skillfully and clearly communicates by: *(2.2.2.E.1)*	Principal skillfully and clearly communicates by: *(2.2.2.IN.1)*	Principal does not skillfully and clearly communicate by: *(2.2.2.I.1)*
To the extent possible, messaging key concepts in real time; *(2.2.2.HE.2)*	Messaging key concepts, such as the school's goals, needs, plans, success, and failures; *(2.2.2.E.2)*	Messaging most, but not all, key concepts; *(2.2.2.IN.2)*	Rarely or never messaging key concepts; *(2.2.2.I.2)*

Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; *(2.2.2.HE.3)*	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; *(2.2.2.E.3)*	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; *(2.2.2.IN.3)*	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; *(2.2.2.I.3)*
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. *(2.2.2.HE.4)*	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. *(2.2.2.E.4)*	Utilizing a limited number of means and approaches to communication. *(2.2.2.IN.4)*	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. *(2.2.2.I.4)*

2.2.3 Forging Consensus For Change And Improvement

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.2.3.HE.1)*	Principal creates a consensus for change and improvement by: *(2.2.3.E.1)*	Principal creates a consensus for change and improvement by: *(2.2.3.IN.1)*	Principal does not create a consensus for change and improvement by: *(2.2.3.I.1)*
Guides others through change and addresses resistance to that change; *(2.2.3.HE.2)*	Using effective strategies to work toward a consensus for change and improvement; *(2.2.3.E.2)*	dentifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; *(2.2.3.IN.2)*	Failing to identify areas in which agreement and/or consensus is necessary; *(2.2.3.I.2)*
Monitors the success of strategies and revises based on strengths and weaknesses; *(2.2.3.HE.3)*	Systematically managing and monitoring change processes; *(2.2.3.E.3)*	Managing change and improvement processes without building systems and allies necessary to support the process; *(2.2.3.IN.3)*	Rarely or never managing or developing a process for change and/or improvement; *(2.2.3.I.3)*
Creates cultural changes that reflect and support building a consensus for change. *(2.2.3.HE.4)*	Securing cooperation from key stakeholders in planning and implementing change and driving improvement. *(2.2.3.E.4)*	Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. *(2.2.3.IN.4)*	Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. *(2.2.3.I.4)*

Domain 2.3: Leadership Actions - Culture of Achievement

2.3.1 High Expectations

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.3.1.HE.1)*	Principal creates and supports high academic and behavior expectations by: *(2.3.1.E.1)*	Principal creates and supports high academic and behavioral expectations by: *(2.3.1.IN.1)*	Principal does not create or support high academic and behavior expectations by: *(2.3.1.I.1)*

Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; *(2.3.1.HE.2)*	Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; *(2.3.1.E.2)*	Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; *(2.3.1.IN.2)*	Accepting poor academic performance and/or student behavior; *(2.3.1.I.2)*
Benchmarking expectations to the performance of the state's highest performing schools; *(2.3.1.HE.3)*	Empowering students to set high and demanding expectations for themselves; *(2.3.1.E.3)*	Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. *(2.3.1.IN.3)*	Failing to set high expectations or sets unrealistic or unattainable goals *(2.3.1.I.3)*
Creating systems and approaches to monitor the level of academic and behavior expectations; *(2.3.1.HE.4)*	Ensuring that students are consistently learning, respectful, and on task; *(2.3.1.E.4)*		
Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. *(2.3.1.HE.5)*	Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; *(2.3.1.E.5)*		
	Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. *(2.3.1.E.6)*		

2.3.2 Academic Rigor

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.3.2.HE.1)*	Principal establishes academic rigor by: *(2.3.2.E.1)*	Principal establishes academic rigor by: *(2.3.2.IN.1)*	Principal has not established academic rigor by: *(2.3.2.I.1)*
Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. *(2.3.2.HE.2)*	Creating ambitious academic goals and priorities that are accepted as fixed and immovable. *(2.3.2.E.2)*	Creating academic goals that are nearing the rigor required to meet the school's academic goals; *(2.3.2.IN.2)*	Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; *(2.3.2.I.2)*
		Creating academic goals but occasionally deviates from these goals in the face of adversity. *(2.3.2.IN.3)*	Consistently sets and abandons ambitious academic goals. *(2.3.2.I.3)*

2.3.3 Data Usage In Teams

Highly Effective	Effective	Needs Improvement	Ineffective
?At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.3.3.HE.1)*	Principal utilizes data by: *(2.3.3.E.1)*	Principal utilizes data by: *(2.3.3.IN.1)*	Principal does not utilize data by: *(2.3.3.I.1)*
Data used as basis of decision making is transparent and communicated to all stakeholders; *(2.3.3.HE.2)*	Orchestrating frequent and timely team collaboration for data analysis; *(2.3.3.E.2)*	Occasionally supporting and/or orchestrating team collaboration for data analysis; *(2.3.3.IN.2)*	Rarely or never organizing efforts to analyze data; *(2.3.3.I.2)*
Monitoring the use of data in formulating action plans to identify areas where additional data is needed. *(2.3.3.HE.3)*	Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. *(2.3.3.E.3)*	Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. *(2.3.3.IN.3)*	Rarely or never applying data analysis to develop action plans. *(2.3.3.I.3)*

Notes: